UNITED
NATIONS

A

General Assembly

Distr.
GENERAL

A/52/469
15 October 1997

ORIGINAL: ENGLISH

Fifty-second session
Agenda item 112 (b)

HUMAN RIGHTS QUESTIONS: HUMAN RIGHTS QUESTIONS, INCLUDING ALTERNATIVE APPROACHES FOR IMPROVING THE EFFECTIVE ENJOYMENT OF HUMAN RIGHTS AND FUNDAMENTAL FREEDOMS

United Nations Decade for Human Rights Education, 1995-2004, and public information activities in the field of human rights

Report of the Secretary-General

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I. INTRODUCTION

A. Fifty-first session of the General Assembly

1. At its fifty-first session, the General Assembly, recalling the relevant resolutions adopted by the Assembly and the Commission on Human Rights concerning the World Public Information Campaign on Human Rights, the United Nations Decade for Human Rights Education, 1995-2004, the project of the United Nations Educational, Scientific and Cultural Organization (UNESCO) entitled "Towards a culture of peace", the Vienna Declaration and Programme of Action adopted by the World Conference on Human Rights on 25 June 1993,[1] and the fiftieth anniversary of the Universal Declaration of Human Rights,[2] adopted resolution 51/104 of 12 December 1996.

2. In the resolution, the Assembly took note with appreciation of the report of the United Nations High Commissioner for Human Rights on the implementation of the Plan of Action for the United Nations Decade for Human Rights Education (A/51/506 and Add.1) and of the report of the Secretary-General on the development of public information activities in the field of human rights, including the World Public Information Campaign on Human Rights (A/51/558).

3. The Assembly urged all Governments to inform their communities about the World Public Information Campaign on Human Rights and the Decade and to contribute further to the implementation of the Plan of Action, in particular by establishing, in accordance with national conditions, broadly representative national committees for human rights education and training centres for human rights education or, where such bodies exist, to strengthen them to work towards the elaboration and implementation of an action-oriented national plan for information and education in human rights. The Assembly also urged Governments to encourage, support and involve national and local non-governmental organizations and community-based organizations in the implementation of their national action plans.

4. The Assembly appealed to Governments, in accordance with their national conditions, to accord priority to the dissemination in their relevant national and local languages of the Universal Declaration of Human Rights, the International Covenants on Human Rights[3] and other human rights instruments, human rights materials and training manuals, as well as reports of States parties under the human rights treaties, and to provide information and education in those languages on the practical ways in which national and international institutions and procedures may be utilized to ensure the effective implementation of those instruments.

5. The Assembly requested the Office of the United Nations High Commissioner/Centre for Human Rights to continue to coordinate the implementation of the Plan of Action to ensure maximum effectiveness and efficiency in the use, processing, management and distribution of information and educational materials, and to continue to coordinate and harmonize human rights information strategies within the United Nations system. It stressed the need for close collaboration between the High Commissioner/Centre for Human Rights and the Department of Public Information in the implementation of the World Public Information Campaign and the Plan of Action and the need to

harmonize their activities with those of other organizations, such as UNESCO and the International Committee of the Red Cross.

6. The Assembly encouraged the High Commissioner/Centre for Human Rights to continue the development of training courses and materials, including targeted training manuals for professional audiences, as well as the dissemination of human rights information materials as a component of technical assistance projects.

7. It requested the human rights mechanisms to place emphasis on the promotion and implementation of programmes of information and education on human rights, and invited the specialized agencies and relevant United Nations programmes to contribute, within their respective spheres of competence, to the implementation of the Plan of Action and the World Public Information Campaign.

8. Further, the Assembly called upon international, regional and national non-governmental organizations and intergovernmental organizations, in particular those concerned with women, labour, development, food, housing, education, health care and the environment, as well as all other social justice groups, human rights advocates, educators, religious organizations and the media, to undertake specific activities of formal, non-formal and informal education, including cultural events, alone and in cooperation with the High Commissioner/Centre for Human Rights, in implementing the Plan of Action.

9. The Assembly requested the Secretary-General, in cooperation with the High Commissioner/Centre for Human Rights, to consider appropriate ways and means, including the possibility of establishing a voluntary fund, to support human rights activities, including those undertaken by non-governmental organizations. It also requested the Secretary-General to bring resolution 51/104 to the attention of all members of the international community and to intergovernmental and non-governmental organizations concerned with human rights education and public information and to submit to the Assembly at its fifty-second session a comprehensive report on the implementation of the resolution.

B. Fifty-third session of the Commission on Human Rights

10. By its decision 1997/111,[4] the Commission on Human Rights, bearing in mind its resolution 1996/44 on the United Nations Decade for Human Rights Education and the need to allow time for the implementation of the resolution, decided to defer consideration of this question to its fifty-fourth session.

11. By resolution 1997/41,[4] the Commission took note with appreciation of the report of the Secretary-General on the development of public information activities in the field of human rights, including the World Public Information Campaign for Human Rights.[5] It expressed its appreciation of the measures taken by the Department of Public Information and the High Commissioner/Centre for Human Rights to ensure the further production and effective dissemination of human rights information materials in regional and local languages, in close cooperation with regional, national and local organizations as well as with Governments, in particular as a component of the technical assistance projects in the field of human rights.

12. Further, the Commission urged the High Commissioner/Centre for Human Rights and the Department of Public Information to cooperate closely in the realization of the information and publication programmes in the field of human rights, including the implementation of the new information strategy and the relevant preparatory work for the fiftieth anniversary of the Universal Declaration of Human Rights. It urged the Department of Public Information, in cooperation with the High Commissioner/Centre for Human Rights: to utilize fully and effectively United Nations information centres for the purpose of disseminating basic information and reference materials on human rights; and to produce information material, in particular audio-visual material, on all aspects of human rights in connection with the World Public Information Campaign, the fiftieth anniversary of the Universal Declaration of Human Rights and the United Nations Decade for Human Rights Education.

13. The Commission also welcomed the establishment of an Internet site by the High Commissioner and encouraged the High Commissioner/Centre for Human Rights to make available in a timely fashion on the Web site United Nations documents and publications as well as databases for the promotion of human rights, in the official languages of the United Nations, and encouraged the efforts of the Department of Public Information with respect to computer-accessible information on human rights.

14. In addition, the Commission encouraged all Member States to make special efforts to provide, facilitate and promote publicity for the activities of the United Nations in the field of human rights, including considering the creation of national committees for the fiftieth anniversary of the Universal Declaration of Human Rights and for the United Nations Decade for Human Rights Education, to accord priority to the dissemination in their respective national and local languages of the Universal Declaration of Human Rights, the International Covenants on Human Rights and other international instruments and to provide information and education on the practical ways in which the rights and freedoms enjoyed under these instruments can be exercised. It also encouraged all Member States to develop specific programmes and strategies for ensuring the widest human rights education and dissemination of public information and, in drawing up national action plans for the promotion and protection of human rights, to include broad-based education and public information programmes on human rights and to implement a gender perspective in accordance with the recommendations adopted by the World Conference on Human Rights and the Fourth World Conference on Women.

15. Finally, the Commission called upon the United Nations High Commissioner for Human Rights to coordinate and harmonize human rights information strategies within the United Nations system, in close cooperation with all relevant United Nations agencies and bodies. It requested the Secretary-General to make available adequate resources from within the regular budget of the United Nations in order to allow the High Commissioner/Centre for Human Rights and the Department of Public Information to implement fully their expanded publications programme. It also requested the Secretary-General to submit to the Commission, at its fifty-fifth session, a report on public information activities, with special emphasis on the activities relating to the World Public Information Campaign for Human Rights and those for the fiftieth anniversary of the Universal Declaration of Human Rights, including information on expenditures

incurred in the biennium 1996-1997 and those envisaged for the biennium 1998-1999.

C. Forty-ninth session of the Subcommission on Prevention of Discrimination and Protection of Minorities

16. In its resolution 1997/7,[6] the Subcommission on Prevention of Discrimination and Protection of Minorities, bearing in mind the United Nations Decade for Human Rights Education, encouraged States to make all efforts to ensure the promotion of human rights education at all levels of the educational system; decided to place the question of the right to education, and in particular human rights education, on the agenda of the Subcommission for the duration of the Decade, 1995-2004; and requested a member of the Subcommission to prepare a working paper on the right to education, and in particular human rights education, in order, inter alia, to identify ways and means of promoting human rights education.

II. IMPLEMENTATION OF THE PLAN OF ACTION FOR THE UNITED NATIONS DECADE FOR HUMAN RIGHTS EDUCATION

17. The United Nations High Commissioner for Human Rights reported on the implementation of the Plan of Action for the United Nations Decade for Human Rights Education to the General Assembly (A/51/506, the addendum to which contains the text of the Plan of Action) and to the Commission on Human Rights.[7] The present report will therefore make reference only to activities undertaken from January to August 1997, and when necessary it will make direct reference to the two above-mentioned documents, in order to avoid repetition.

18. The present report follows the structure of the Plan of Action, illustrating the advancement in the implementation of each of its eight components.

A. Component one: assessing needs and formulating strategies for human rights education

19. The Office of the United Nations High Commissioner for Human Rights is carrying out the survey on existing programmes, materials and organizations for human rights education at the international, regional, national and local levels.

20. Targeted questionnaires for Governments, intergovernmental and non-governmental organizations have been finalized. The Office is currently discussing with specialists the structure of the database to be developed in order to make the collected information broadly available through the Web site of the Office and through other electronic means. Also, the Office has continued to actively collect materials for human rights education produced at the international, regional, national and local levels, and access to this collection has been made available to human rights educators who have visited the Office.

B. Components two and three: Strengthening international and regional programmes and capacities for human rights education

1. Mobilization of widespread support for the Decade

21. The Office of the United Nations High Commissioner for Human Rights has continued to disseminate information on the Decade and on human rights education by answering related inquiries, on a daily basis, from interested representatives of Governments, intergovernmental and non-governmental organizations, academic institutions, students and other individuals and organizations. Also, a specific page of the Web site of the Office has been prepared on the Decade and is periodically updated in order to disseminate related information.

22. Notes verbales were addressed in July 1997 to all Governments, as were letters to intergovernmental and non-governmental organizations, drawing their attention to General Assembly resolution 51/104 and soliciting information on their contribution to its implementation.

23. Moreover, the Office took an active part in several activities undertaken at the international level under the auspices of the Decade, such as, for instance, the first meeting of the International Association for Human Rights, Democracy and Peace Education (Bulgaria, 26-29 June 1997), a human rights education initiative in the Balkan region, and other activities highlighted in section III below.

24. In addition, general activities for the enhancement of human rights education undertaken by the Office are mentioned in the report of the High Commissioner to the General Assembly at its fifty-second session.[8]

2. Collaboration with international and regional partners

United Nations system

25. The contribution of various United Nations agencies and programmes to the Decade has been highlighted in previous reports. Additional information on the contribution of the Department of Public Information to the Decade and public information activities in the field of human rights is provided in section IV below. Moreover, the Universal Postal Union has informed the Office of its readiness to issue a new series of stamps in order to make the Decade known to a large national and international public. Finally, specific projects in the framework of the Decade have been discussed with the Education for Development Section of the United Nations Children's Fund (UNICEF), and the secretariat of the United Nations Volunteers and with the secretariat of the United Nations Conference on Trade and Development in relation to the right to development.

26. Cooperation in the United Nations system is being enhanced within the framework of the commemoration of the fiftieth anniversary of the Universal Declaration of Human Rights. For instance, two joint projects between the Office and UNESCO and the Office and the Department of Public Information,

concerning the dissemination of the Universal Declaration in schools and in various national and local languages, respectively, are currently being implemented (see sect. F below).

27. The Office has continued to place particular emphasis on the coordination of activities with UNESCO, given its experience and ongoing activities in the field of human rights education. After the signing of a memorandum of understanding between the High Commissioner and the Director-General of UNESCO in October 1995, consultations between the two institutions take place on a regular basis.

28. As a contribution to the realization of the objectives of the Decade, UNESCO organized, together with the Institute for Human Rights at Abo Akademi University in Finland and the Finnish National Commission for UNESCO, a regional conference on human rights education in Europe, which was held from 18 to 21 September 1997. The conference, which was expected to make a significant contribution to the promotion of human rights education in Europe, brought together representatives of European Governments, intergovernmental organizations, non-governmental organizations and experts in the field.

29. Other UNESCO activities for the promotion of education for peace, human rights, democracy, international understanding and tolerance, which were undertaken in the framework of the UNESCO transdisciplinary project entitled "Towards a culture of peace", are highlighted in the report of the Director-General of UNESCO to the General Assembly, prepared in response to General Assembly resolution 51/101 (A/52/292, annex).

Human rights treaty bodies

30. In support of the efforts of human rights treaty bodies in the area of human rights education, the Office prepared a study on human rights education and human rights treaties, which was discussed at the meeting of the chairpersons of the treaty bodies, held in September 1997. The document presents an examination of reports by Governments to six treaty bodies, assessing the emphasis put on human rights education in each report and in the concluding observations and recommendations of the treaty bodies. The document proposes some general comments in the light of the information gathered and suggestions for further action on the part of treaty bodies.

Human rights institutes

31. The Office participated in two important meetings of human rights institutes organized, respectively, by the Council of Europe and UNESCO, namely, the biannual Meeting of Human Rights Institutes in Member States of the Council of Europe, held at Strasbourg on 3 and 4 March 1997, which was attended by approximately 25 institutes, and the seventh session of the UNESCO Annual Meeting of Directors of Human Rights Institutes, held in Paris on 6 and 7 March 1997, which was attended by approximately 40 human rights institutes and UNESCO Chairs from all over the world.

32. The focus of both meetings was human rights education, training, publications and research. Each participating institute and organization shared

information on its educational activities and, on this occasion, the Office stressed the importance of human rights institutes being actively involved in the Decade and in building a partnership with the United Nations human rights programme within that framework.

Non-governmental organizations

33. Several international non-governmental organizations have informed the Office of their contribution to the implementation of General Assembly resolution 51/104.

34. FIAN-Foodfirst Information and Action Network forwarded its publications to the Office, including Economic Human Rights - their time has come. The International Alliance of Women is developing public information activities through its affiliates all over the world and has issued publications on the Universal Declaration of Human Rights and on women's rights.

35. The International Bar Association informed the Office that it has initiated a number of programmes designed to increase awareness of human rights issues among the legal profession, judiciary and those involved in administration throughout the world. Among the activities undertaken was the establishment of a human rights institute within the organization; the organization of workshops, seminars and conferences at the international, regional or national level; the organization of training programmes for trial observers; the contribution to the elaboration of the Office training manual for judges and lawyers (see sect. D below); and the publication of a collection on human rights in the administration of justice.

36. The International Confederation of Free Trade Unions organizes regional and national training programmes and seminars on workers' rights and related issues. The International Federation of Social Workers informed the Office that human rights education is a regular activity of the Federation through its Human Rights Commission; in addition, it is engaged in the preparation of two manuals as educational tools for social workers, including a manual on social work and the rights of the child. The International Federation Terres des Hommes undertakes activities aimed at informing the public, and especially children and youth, about the Convention on the Rights of the Child;[9] it has forwarded to the Office two comics published by its German and Swiss sections to inform children about their rights.

37. The International Human Rights Association of American Minorities founded in 1997, in collaboration with Barrington University, the Institute for International Legal Studies, which offers master and doctorate degrees in international law, including international human rights law. The International Movement Against All Forms of Discrimination and Racism has been extremely active in promoting human rights education and the Decade, both in international forums and at the national level (see para. 42 (d) below). International Prison Watch has informed the Office of the publication of reports on education, including human rights education, in prisons.

38. The Rehabilitation and Research Centre for Torture Victims informed the Office of the several training programmes, mainly for health personnel, and

conferences organized and attended concerning issues related to torture and rehabilitation. The Institute for Women, Law and Development International published Women's Human Rights Step by Step, which aims at increasing knowledge about human rights among women's groups throughout the world. The World Confederation of Teachers organizes training activities addressed to teachers and teaching staff and at the sensitization of these professional groups to their role in the promotion of human rights. The World Conference on Religion and Peace presented various related publications, among which were several tools for the education and engagement of religious communities in support of children's rights.

39. The World Federation of Democratic Youth, guided by the idea that educating the youth is educating nations, supports the participation of young people, mainly from developing countries, in national and international forums, such as the sessions of the Commission on Human Rights and its Subcommission, also through an internship programme. In addition, the World Federation organizes and participates in workshops, seminars and symposia, for example, the second World Youth Forum of the United Nations system held in November 1996. Other activities undertaken include the dissemination of human rights instruments and materials to its constituency, 200 affiliates in more than 150 countries, and the organization of peace caravans and cultural and social youth festivals (e.g., in the Sudan in December 1996, Cuba in July-August 1997).

40. The Office has actively continued to assist and support human rights education programmes by non-governmental organizations through advice and the provision of materials published by it (see sect. D below).

C. Components four and five: strengthening national and local programmes and capacities for human rights education

1. Activities undertaken by Governments

41. At the national level, the Plan of Action for the United Nations Decade for Human Rights Education provides for the establishment, upon the initiative of Governments or other relevant institutions, of a national committee for human rights education, which should include a broad coalition of governmental and non-governmental actors and should be responsible for developing and implementing a comprehensive (in terms of outreach), effective (in terms of educational strategies) and sustainable (over the long term) national plan of action for human rights education, in coordination with regional and international organizations.

42. Several countries have reported related activities, such as Algeria, Argentina, Chad, Croatia, Denmark, France, Holy See, Italy, Japan, Norway, the Philippines, the Sudan, Tunisia and Ukraine. Information on those activities has been provided in the previous reports of the High Commissioner. The following new information has been forwarded to the Office:

(a) Austria. The Ministry of Education and Cultural Affairs has commissioned the Service Centre for Human Rights Education, established within

the framework of the Decade at the Ludwig Boltzmann Institute of Human Rights, to initiate the systematic development of human rights education in Austria;

(b) Republic of Cyprus. The Government of Cyprus has taken the initiative to set up the National Institute for Human Rights, aimed at the widest possible representation. The main objectives of the Institute are: to raise public awareness for human rights; to further educate civil servants, teachers, lawyers on human rights; to strengthen human rights education in the Cyprus educational system at all levels; to strengthen the capacity of the mass media for human rights education by appropriate means; to promote the active engagement of national non-governmental organizations in the realization of the goals of the Decade; and to establish a human rights library in order to enhance public awareness. Also, the Ministry of Education, after reviewing the current status of human rights education in schools, is developing new curricula and new teaching methods;

(c) Ghana. The Commissioner on Human Rights and Administrative Justice provided information on some existing activities in the area of human rights education, such as seminars and workshops for professional groups and a mass education campaign to reach out to communities. Also, since 1994, a course in international human rights law has been offered at the Faculty of Law at the University of Ghana. In addition, the Commissioner stressed that an effective way of educating youth and non-literate sections of the population on human rights is by promoting community work projects. Finally, the Commissioner pointed out the need for technical assistance in carrying out human rights education programmes. He expressed interest in facilitating the creation of a national committee for human rights education, as well as the establishment of a human rights resource and training centre and specific proposals were made in that regard;

(d) Japan. Information on the ad interim national plan of action for human rights education was forwarded to the Office. The plan included the promotion of human rights education and training at all levels (school, general public, corporations, civil society movements and professionals) and specific programmes for special groups, such as women, children, the aged, people with disabilities, people with human immunodeficiency virus, and so forth. It also includes the promotion of international cooperation and other public information activities, such as symposia and conferences. The final national plan of action for human rights education was released in July 1997. In addition, at the local level, prefectures and cities are developing their own plans of action. Non-governmental organizations, such as the International Movement Against All Forms of Discrimination and Racism/Japan Committee, the Buraku Liberation League, the National Dowa Educators Association, the Japan Teachers Union and the International Human Rights NGO network have been very actively involved in these initiatives, including in the elaboration of the Plan, the organization of symposia and training programmes and the development of publications;

(e) Republic of Korea. A variety of measures have been undertaken to promote human rights awareness, including the dissemination of human rights treaties through their publication and translation into Korean; the intensified provision of human rights education to public officials, including public prosecutors (with the provision of pre-service training through the Judicial

Research and Training Institute), police and prison officers. Moreover, the Government of Korea organizes each year a human rights symposium around 10 December (Human Rights Day). The Ministry of Justice has launched a programme of public lectures and symposia on human rights. Through legal aid services, fundamental human rights are publicized in medium-sized and small cities, as well as farming and fishing communities;

(f) Malta. The Government informed the Office that it is focusing on human rights education in schools and other formal education settings, for instance, through the training of teachers and the organization of courses at the university level;

(g) Philippines. Detailed information on the comprehensive national plan of action for human rights education developed by the Commission on Human Rights was provided in a previous report.[10] As mentioned therein, in the implementation of the plan the Commission has entered into a number of formal agreements with other national partners for human rights education, to define in detail specific areas of responsibility. These partners include: Amnesty International/Philippine Section, the Department of Interior and Local Government, the Liga ng mga Barangay (an organization of barangay captains or village chiefs), the Department of Justice, the Department of National Defense, the Department of Education, Culture and Sports, and the Commission on Higher Education. This coalition has conducted, since November 1996, consultative workshops to draw up sectoral human rights education plans at the regional and national levels. As a culminating activity, a national gathering of all regional delegates, human rights practitioners and advocates from both the private, non-governmental and governmental sectors was held at the Philippine Normal University in February 1997, in order to produce a long-term national plan inclusive of a national vision, mission and objectives for human rights education in the Philippines. The consultation was hosted by Amnesty International/Philippine Section. Among the recommendations of the consultation were: passing of executive order creating a national inter-agency committee to implement the national plan; establishment of an ad hoc inter-agency task force for each region; development of a memorandum of agreement with all concerned agencies; creation of the National Association of Human Rights Educators, formed by all participants to the consultation and endowed with specific responsibilities in the implementation of the Plan;

(h) Romania. The Office was informed that a national committee for human rights education had been established in February 1996; its secretariat is assured by the Romanian Institute for Human Rights, and its members are representatives of relevant ministries and non-governmental organizations;

(i) Uzbekistan. The National Centre for Human Rights has prepared a national plan of action for human rights education and public information. Among the activities included in the plan are initiatives addressed to high school and post high school institutions and the Academy of the Ministry of Interior; seminars for various professional groups and for non-governmental organization leaders, and on women's rights; translation of UNESCO publications and publications of the Office of the United Nations High Commissioner for Human Rights; translation and publication of international instruments; and other public information activities, such as the production of brochures, posters,

television shows and the like). The plan is implemented with the support of the United Nations Development Programme (UNDP), the Organization for Security and Cooperation in Europe and the Conrad Adenauer Fund.

2. Practical assistance provided by the Office of the United Nations High Commissioner for Human Rights

43. Within the technical cooperation project developed by the Office in support of the Decade, aimed at strengthening national capacities for human rights education, guidelines have been prepared to assist Governments in developing comprehensive (in terms of outreach), effective (in terms of educational strategies) and sustainable (over the long term) national plans of action for human rights education. The text of the guidelines will be made available as an addendum to the present report. The guidelines are structured in three sections, as follows: (a) introduction; (b) principles governing a national plan of action for human rights education; and (c) steps towards a national plan of action for human rights education.

44. The guidelines were revised during an expert meeting convened by the Office from 27 to 30 January 1997. Accordingly, their preparation has benefited from the valuable input of several experts and practitioners in the area of human rights education; UNESCO and the Council of Europe also participated in the process of discussing and drafting them.

45. Three complementary documents to the guidelines have also been developed and will be soon made available by the office: (a) a paper on human rights education programming, which includes ideas and suggestions for the implementation of targeted human rights education programmes regarding public awareness; the schooling sector and other priority groups, and a resource guide to assist in programme implementation; (b) The Right to Human Rights Education, a compilation of full texts and/or excerpts of international instruments pertaining to human rights education; and (c) Human Rights Trainers Guide, a methodological approach to the human rights training of professional groups.

46. In addition, the Office has intensified its technical cooperation activities to strengthen national capacities in the field of human rights, including human rights education and public information. Details of these activities at the national, regional and global levels are provided in the report of the Secretary-General to the Commission on Human Rights.[11]

D. Component six: coordinated development of materials for human rights education

47. Work has continued on the six training packages to support training activities addressed to professional and other target groups, such as human rights monitors, judges and lawyers, prison officers, primary and secondary school teachers, journalists, and national and local non-governmental organizations undertaken by the Office and by the national committees and training centres for human rights education. In the development of these

materials, the Office works in close cooperation with relevant specialized experts and organizations.

48. An expert meeting was held at Geneva on 11 and 12 March 1997 to revise the first draft version of the training manual on human rights monitoring for United Nations field operations. The expert meeting gathered the chiefs of the High Commissioner's field operations and other well-known experts who discussed the contents of the draft version and made several detailed suggestions for improvement. Those comments are being taken into consideration in the preparation of the final version.

49. A second expert meeting, to review the draft human rights manual for judges and lawyers, was held at Geneva from 5 to 8 May 1997. The draft manual was reviewed by numerous experts in the field of human rights training for justice personnel. The United Nations Latin American Institute for the Prevention of Crime and the Treatment of Offenders, the International Labour Organization, the International Bar Association and the International Association of Judges were also represented in the meeting. Other organizations, such as the Council of Europe and the International Women Judges Foundation, contributed to the drafting process. The draft manual will be revised on the basis of the substantive comments made by the participants and will be further piloted through forthcoming courses to be offered to judges and lawyers through the Office's programme of technical cooperation, before its final publication.

50. The Office has continued the production of human rights publications and materials and their dissemination among governmental and non-governmental organizations. Detailed information on the initiatives undertaken by the Office and by the Department of Public Information is provided in sections III and IV below.

E. Component seven: strengthening the role of the mass media

51. The Office is working on a training package for journalists (see sect. D above) to increase the incorporation by the media of human rights information and public education into their work.

52. Preliminary discussions between the Office and the Department of Public Information towards the establishment of the media advisory board of the High Commissioner have been undertaken. Also, the Office and the Department have increased their media public information activities in the field of human rights within the framework of the fiftieth anniversary of the Universal Declaration of Human Rights (see sect. F and sect. IV below).

F. Component eight: global dissemination of the Universal Declaration of Human Rights

53. Since February 1997, a task force within the Office has been active in the preparations for the commemoration of the fiftieth anniversary of the Universal Declaration of Human Rights, which will run from 10 December 1997 to

10 December 1998. The slogan "All Human Rights for All", together with a specific logo, will mark all related activities.

54. The task force is implementing a broad programme of action for the commemoration, based on close cooperation with all the partners of the Decade (Governments, regional organizations, non-governmental organizations and academic institutions, national institutions). The major components of the programme are: (a) the organization of events in the United Nations international forums; (b) a programme to address the grass-roots level; (c) an education and information campaign; and (d) human rights panels.

55. The activities undertaken in the area of human rights education and public information in the field of human rights are described below.

56. As previously reported (A/51/506, para. 58), since December 1995 the Office, in collaboration with the Department of Public Information as well as non-governmental organizations, has been conducting a broad survey on existing versions of the Universal Declaration of Human Rights. As at August 1997, the Office had collected more than 200 language versions of the Universal Declaration of Human Rights, as well as some 50 additional versions (in pictorial, audio-visual and other formats). Within the context of the commemoration of the fiftieth anniversary, the Office is currently making available, through its Web site, all the language versions collected. This project is not only actively involving all United Nations information centres and services throughout the world, but also several national and local non-governmental organizations which have generously placed their language skills at the disposal of the Office.

57. In addition, UNESCO and the Office are implementing a joint project for the broad dissemination of the Universal Declaration in schools. A related letter with several attachments will soon be sent to all ministries of education.

58. A core kit of publications by the Office will be reprinted and disseminated, and new publications are being produced in close cooperation with the Department of Public Information (see sects. III and IV below). A series of basic information kits entitled 1998 - 50th Anniversary of the Universal Declaration of Human Rights (see sect. III.A below) is being issued. The first information kit, already published, contains a document developed by human rights education practitioners from the five continents who met at the Office in January 1997. The document, entitled "More than 50 ideas for commemorating the 50th anniversary of the Universal Declaration of Human Rights" provides a list of ideas which may serve as inspiration for commemorating the anniversary and for developing other ideas to be shared with all interested partners.

59. In addition, a special section of the Web site of the United Nations High Commissioner for Human Rights has been devoted to the fiftieth anniversary of the Universal Declaration. By providing in its Web side ideas and information on planned and ongoing commemorative activities throughout the world, the Office intends to encourage local, national, regional and international initiatives and to facilitate communication and cooperation among all partners.

60. Information on the other activities undertaken by the Office in view of the fiftieth anniversary of the Universal Declaration on Human Rights is contained in the report of the High Commissioner to the General Assembly[8]. Other activities specifically planned by the Depratment of Public Information, in cooperation with the Office, are highlighted below, in section IV.C.

III. OTHER PUBLIC INFORMATION ACTIVITIES OF THE OFFICE OF THE UNITED NATIONS HIGH COMMISSIONER FOR HUMAN RIGHTS

A. Publications programme

61. In keeping with General Assembly resolution 49/187 of 23 December 1994, and in the context of the restructuring process, the Office finalized a comprehensive review of the programme of information and publications in the field of human rights and continued its efforts towards streamlining and focusing its publications programme.

62. In November 1996, an Ad Hoc Publications Board was established with overall responsibility with regard to the management of the publications of the Office. The Board liaised extensively with the Working Group on Publications, Documents Control, the Office of Conference Services and the Printing Section at the United Nations Office at Geneva in order to ensure a smooth processing of publications. In keeping with the recommendations of the Joint Inspection Unit in its report, entitled "United Nations publications: enhancing cost-effectiveness in implementing legislative mandates" (A/51/946), the Ad Hoc Publications Board undertook a revision of the publications programme which led to the submission, and consequent approval by the United Nations Publications Board in New York, of a coherent and comprehensive publication programme for the biennium 1998-1999. This revision is aimed at establishing priorities, avoiding duplications and, to the extent possible, replacing hard copy by electronic formats.

63. The Office has revised its mailing list by sending out a questionnaire to all those concerned asking for their professional capacity, correction of address, and interest in specific publications. The revision allowed the creation of corresponding categories in the database of the mailing list and the reduction of the distribution of publications by almost 50 per cent. In addition, a precise estimate of the stock of publications has been carried out and a series of human rights publications has been sent to United Nations information centres, UNDP offices, human rights field operations, numerous human rights national institutions and institutes and libraries. The print-run has been systematically reduced by 30 per cent.

64. The Ad Hoc Publications Board encouraged investments in desktop publishing software and hardware to allow in-house image-setting and the production of small quantities of promotional materials and to reduce costs for external printing. Since the editing process is the major bottleneck in the publications programme, an editor has been hired to work exclusively on Office publications.

65. In implementing its publications programme, the Office cooperates closely with other bodies and organizations of the United Nations system, and with non-governmental organizations.

1. Fact Sheet Series

66. The Fact Sheet Series consists of booklets directed at a non-specialized audience, addressing various aspects of United Nations activities in the field of human rights, including international mechanisms for the promotion and protection of human rights, or specific human rights issues. Fact sheets are published in the six official languages of the United Nations and distributed throughout the world free of charge.

67. New linguistic versions of existing fact sheets have been issued: No. 21, The Human Right to Adequate Housing in Arabic, Chinese, French, Russian and Spanish; No. 23, Harmful Traditional Practices Affecting the Health of Women and Children, in French and Spanish; No. 24, The Rights of Migrant Workers in French, Chinese and Spanish; and No. 25, Forced Evictions and Human Rights, in French, Chinese and Spanish.

68. Special attention has been paid to the revision and updating of existing issues. In that regard, revised versions of Fact Sheet No. 9 (The Rights of Indigenous Peoples) and Fact Sheet No. 10, The Rights of the Child have been published. The second revision of Fact Sheet No. 6, Enforced or Involuntary Disappearances, and the first revision of Fact Sheet No. 11, Extrajudicial, Summary or Arbitrary Executions, are being printed. The first revision of Fact Sheet No. 18, Minority Rights, is being edited. Fact Sheet No. 1, Human Rights Machinery, has also been updated but the text is being held pending the outcome of the restructuring process currently under way in the Office of the United Nations High Commissioner for Human Rights.

69. Notwithstanding the increasing demand for them, a reprint of fact sheets was not possible owing to the financial crisis. In October 1996, the Office was informed that reprints would have to be funded by the Office itself which does not have the funds for that purpose.

2. Professional Training Series

70. An important teaching and educational tool is the established Professional Training Series, designed primarily to provide support to the training activities of the programme of technical cooperation in the field of human rights, as well as to assist other organizations involved in human rights education for professional groups.

71. The Office, in collaboration with the International Training Centre of the International Labour Organization (ILO) at Turin, Italy, is publishing a training package on human rights reporting, composed of three distinctive elements: the manual, the trainer's guide with annexes (including training tools) and a pocket guide. The package was issued in mid-September and will be translated into French and Spanish.

72. The fifth publication in the Professional Training Series, Human Rights and Law Enforcement: A Manual on Human Rights Training for the Police, and its pocket guide, International Human Rights Standards for Law Enforcement, have been published. The French and Spanish version are currently being printed.

73. Handbook No. 4 in the Series, National Institutions for the Protection and Promotion of Human Rights, has been translated into Chinese and French.

3. Human Rights Study Series

74. The Human Rights Study Series reproduces studies and reports on important human rights issues, prepared by experts of the Commission on Human Rights and the Subcommission on Prevention of Discrimination and Protection of Minorities.

75. Currently, No. 10 in the series, Protection of the Heritage of Indigenous Peoples, is being printed in Arabic, Chinese, English, French, Russian and Spanish; No. 7, The Right to Adequate Housing, has been issued in Spanish; No. 9, Compilation and Analysis of Legal Norms Applicable to Internally Displaced Persons, is being edited.

4. Notes of the United Nations High Commissioner for Human Rights

76. The series, Notes of the High Commissioner, is aimed at fulfilling the mandate of the High Commissioner as coordinator of the United Nations human rights programme, as well as encouraging debate on the aspects of the programme falling under her direct mandate. Up to the present time, No. 1, The High Commissioner for Human Rights: An Introduction, has been published in English. The second publication of the series, on human rights national institutions, is being edited. The third issue, on the right to development, is under preparation.

5. 1998: Fiftieth Anniversary of the Universal Declaration of Human Rights; basic information kits

77. The series of basic information kits is intended as a working tool for agencies, programmes, non-governmental organizations and national institutions, as well as individuals, in the commemoration of the fiftieth anniversary of the Universal Declaration of Human Rights. The first issue, 1998: Fiftieth Anniversary of the Universal Declaration of Human Rights, Basic Information Kit No. 1, contains an executive summary, the mission statement of the Office, guiding ideas, an updated calendar of events, excerpts of documents and practical ideas for the commemoration. It has been published in English and is currently being translated into French and Spanish. Forthcoming issues, focusing on women's human rights, human rights education and the rights of the child, are under preparation.

6. Ad hoc publications

78. Ad hoc publications may consist of reports and proceedings of conferences, workshops and other events held under the auspices of the Office, and of other documents issued on ad hoc basis.

79. Two new issues have been published: Fourth Workshop on Regional Human Rights Arrangements in the Asian and Pacific Region, in English; and Legislation against Racial Discrimination, in Arabic, Chinese, English, French, Russian and Spanish. A third issue, United Nations Decade for Human Rights Education (1995-2004): Plan of Action, is currently being edited.

7. Reference material

80. The reference publications of the Office of the United Nations High Commissioner for Human Rights, which are issued as United Nations sales publications, are directed at a more specialized audience.

81. Initiatives undertaken in this regard are as follows:

(a) Human Rights: A Compilation of International Instruments, contains the texts of the basic international instruments in the field of human rights. The publication consists of two volumes, each divided into two parts. Volume I, containing the universal instruments, has been published in all six official languages; volume II, a publication which reproduces regional instruments, is currently being edited;

(b) Human Rights: International Instruments; Chart of Ratifications. Two issues of this periodical appeared in 1996. The current issue contains information updated to 31 December 1996, and a new revision updated as at 31 September 1997 is under preparation;

(c) Official Records of the Human Rights Committee (formerly known as Yearbook of the Human Rights Committee) is available in English and French up to the 1983-1984 issue, as is volume I of the 1985-1986 issue. The publication of issues of the Official Records in English was made possible through a donation by a Japanese foundation. Volume II of the 1985-1986 issue, volumes I and II of the 1987, 1987-1998, 1988-1989 and 1989-1990 issues, and volume I of the 1990-1991 issue are available only in English. The English version of volume II of the 1990-1991 issue and volume I of the 1991-1992 issue have been published in the past year. Volume II of the 1991-1992 issue and volumes I and II of the 1992-1993 issue are currently being edited.

8. Periodicals

82. HCHR NEWS, the provisional external newsletter of the Office which has been published since November 1995, has been discontinued. A new 32-page professional quarterly review of the Office of the United Nations High Commissioner for Human Rights, The Declaration - A Quarterly Review of the Office of the High Commissioner for Human Rights, will be issued beginning in

October 1997. The quarterly will be distributed to United Nations information centres, UNDP offices, United Nations depository libraries, non-governmental organizations and all those on the mailing list of the Office.

9. Promotional material

83. In addition to the publications, the Office produced promotional materials designed to ensure wide dissemination of information on human rights activities. An eight-page brochure, Human Rights in Action, was released on Human Rights Day on 10 December 1996.

B. Use of electronic means

84. The opening of the United Nations High Commissioner for Human Rights site on the Internet on 10 December 1996 (Human Rights Day) was an important milestone in the continuing efforts to achieve two of major long-term objectives, namely, human rights information and transparency. On the basis of those objectives, the decision was taken to prioritize content over design so as not to lose access by less powerful computers.

85. The United Nations High Commissioner for Human Rights site (address: www.unhchr.ch) is meant to be the most complete source of information available on the Internet concerning United Nations action in the field of human rights. The site provides access to over 90 international human rights treaties, declarations and principles, including, where available, the status of ratifications; the complete text of all official United Nations reports and resolutions relevant to human rights issued from 1996, as well as most of those issued in 1994 and 1995; and a link to the treaty body database made public for the first time through this site. The best example of its active and practical character so far has been the fifty-third session of the United Nations Commission on Human Rights, held at Geneva from 10 March to 18 April 1997. For the first time, the work of the Commission could be followed on the Internet which provided agendas, the texts of reports and resolutions, press releases and the texts of statements of dignitaries.

86. Less than one year after its launching, the Web site of the Office has been expanded and its design further enhanced, making information more user-friendly. Furthermore, a local search engine has been installed and a subject index has been created to facilitate access to information. The problem of resources has limited the site to information in English. The High Commissioner has, however, always been aware of the need to develop versions in the other official languages of the United Nations and work is in progress on the French and Spanish versions. Other future developments include a human rights document database to be linked to the site, which will enhance access and search of United Nations human rights documents, and the upgrading of the local search engine.

C. External relations programme

1. Briefings

87. The Office of the United Nations High Commissioner for Human Rights organizes briefings on United Nations activities in the field of human rights and on specific human rights issues for students, diplomats, journalists, public officials, professors and non-governmental organizations. The Office also provides lectures for the briefings organized by the Department of Public Information. More than 130 such briefings were delivered by the Office during the reporting period.

2. Exhibitions and human rights observances

88. The High Commissioner for Human Rights/Centre for Human Rights participated in an open house day organized at the Palais des Nations on 12 October 1996, displaying stands with human rights publications.

89. On the occasion of the celebration of Human Rights Day on 10 December 1996, the Web site of the Office was opened with a public demonstration and the brochure, Human Rights in Action, was disseminated.

90. In connection with the International Day for the Elimination of Racial Discrimination on 21 March 1997, the Office organized a related round-table meeting. In addition, on 7 April 1997, during the fifty-third session of the Commission on Human Rights, the Office organized a concert by the Suzuki Orchestra which is composed of children aged between 6 and 10 years. Furthermore, on 28 July 1997, in the context of the commemoration of the twentieth anniversary of the first International Conference on Discrimination against Indigenous Peoples, a march was organized together with 50 special activities, including photographic and art exhibits and a briefing by United Nations agencies.

91. Finally, the Office is planning public events for the beginning of the commemoration of the fiftieth anniversary of the Universal Declaration of Human Rights on 10 December 1997, which will continue throughout 1998.

3. Fellowship programme

92. In resolution 926(X) of 14 December 1955, the General Assembly made direct provision for the human rights fellowship programme, under which assistance provided by the Secretary-General is to be rendered in agreement with Governments and at their request. In 1996, the programme was devoted to the training of public officials on reporting under international human rights treaties, and was held at the International Training Centre of ILO from 4 to 22 November 1996.

93. The aims of the training course were to familiarize participants with the international and regional systems of protection of human rights and procedures to be followed for the preparation of relevant reports, and to provide

participants with the requested training tools in order to guarantee an element of continuity through the replication of training at the national level for relevant governmental departments.

94. Twenty-three fellowships were awarded to representatives of the following Member States: Equatorial Guinea, Ethiopia, Lesotho, South Africa, United Republic of Tanzania, Armenia, Azerbaijan, Bhutan, Cambodia, India, Democratic People's Republic of Korea, Malaysia, Pakistan, Philippines, Jamaica, Latvia, Egypt and Jordan.

95. Governments were requested by the Office to nominate candidates working on the preparation of periodic country reports submitted pursuant to the international conventions on human rights. Priority was also given to candidates from Member States which had never participated in the fellowship programme or had not done so during the past few years. A special selection panel of the Office awarded the fellowships in accordance with the principle of geographical distribution. The selected participants were 14 men and 9 women, mainly employed in ministries of foreign affairs or ministries of justice.

96. The course programme included a study visit to the Office and ILO headquarters at Geneva. At the Office, the participants were briefed on procedures and mechanisms of human rights Charter-based bodies (i.e., the Commission on Human Rights and the Subcommission on Prevention of Discrimination and Protection of Minorities), and on the activities and the structure of the Office, the treaty bodies and the United Nations.

4. Internship programme

97. During the reporting period, the Office of the United Nations High Commissioner for Human Rights offered internships to graduate students to enable them to gain first-hand knowledge of United Nations action and procedures in the field of human rights, through active participation in the work of the institution under the direct supervision of its staff members. The Office offers a unique experience in the field of the protection of human rights and an inside look at the United Nations human rights machinery. The internship programme has also proved to be beneficial to the Office, easing the heavy workload of staff members. The internship does not consist of a predefined programme and interns are placed according to the needs of the Office and to their area of interest.

98. No funding has been made available for the programme, internships being awarded without financial commitment of any kind on the part of the Office or United Nations bodies. This lack of funds to support interns has resulted in particularly low participation by students from developing countries (some 90 per cent of the interns are from developed countries). The need for funding of interns from developing countries remains an important consideration.

99. In 1997, the internship programme went through serious revision. The maximum number of interns at a particular time is being fixed at 35 and particular attention is being devoted to fair geographical representation. It was decided that candidates for the internship programme should have attended at

least two years of university, have a Bachelor's degree or licence in a discipline such as international law, political science, international relations or the social sciences. A good command of at least two of the six United Nations official languages and drafting ability in either English or French is necessary. In any case, preference is given to those candidates with specific human rights background. The duration of an internship has been established at from three to six months. Interns are selected in October, for the period from January to June, and in March, for the period from July to December.

IV. ACTIVITIES OF THE DEPARTMENT OF PUBLIC INFORMATION IN THE FIELD OF HUMAN RIGHTS

100. The Department of Public Information coordinates and initiates activities for the World Public Information Campaign for Human Rights, in collaboration with the Office of the High Commissioner and other United Nations partners. In so doing, the Department carries on a multimedia approach to ensure the effective coverage of United Nations human rights activities, as well as the worldwide distribution of relevant information materials on human rights. This work was greatly expanded owing to additional activities undertaken by the Department within the framework of the four ongoing decades: the Third Decade for the Elimination of Racism and Racial Discrimination, 1993-2003; the Decade for Human Rights Education, 1995-2004; the Decade of the World's Indigenous People, 1995-2004; and the United Nations Decade for the Eradication of Poverty, 1997-2006.

101. During 1996 and 1997, events such as the ninth United Nations Conference on Trade and Development held at Midrand, South Africa, from 27 April to 11 May 1996, the International Year for the Eradication of Poverty, 1996, and the various ongoing decades have offered further opportunities to generate an awareness and understanding of human rights issues. In addition, the calendar of international days, especially International Women's Day and Human Rights Day, is utilized to generate interest in the work of the United Nations in the field of human rights. In this, the outreach activities undertaken by the United Nations information centres and services have contributed to raising awareness and promoting positive action.

102. In the programme budget for the biennium 1996-1997, the Department not only continues to have a mandate under the thematic heading of human rights, but it also carries out other mandated programmes in such related areas as social, cultural and economic rights, the rights of specific groups, and other major issues including, inter alia, the question of Palestine, self-determination, decolonization and the advancement of women. The Department's related activities are reported to the General Assembly on a regular basis and to other intergovernmental bodies under each specific area or issue.

A. Activities in the field of human rights at United Nations Headquarters, January 1996-August 1997

103. The multimedia approach of the Department in the field of human rights includes the production of print material, such as brochures, pamphlets,

backgrounders, booklets, fact sheets, feature articles, posters and information kits regarding United Nations work in the field of human rights. These publications are distributed in a variety of languages, mainly through the network of 68 United Nations information centres and services and the 8 United Nations Offices throughout the world. The material is also disseminated electronically and is available on the World Wide Web on the United Nations home page in English, French and Spanish. The multimedia approach of the Department also entails radio and television programmes; press conferences, press briefings and special events; exhibits; media outreach activities; activities with educational organizations and non-governmental organizations; and public services for visitors and queries.

104. Within the framework of the World Campaign on Human Rights, the International Decade for Human Rights Education, the implementation of the Vienna Declaration and Programme of Action and the observance of the fiftieth anniversary of the Universal Declaration of Human Rights, the Department has an opportunity to promote further the principles of respect for human rights and tolerance stipulated in the Charter of the United Nations.

105. The Department has designated a focal point on human rights who works with departmental colleagues at Headquarters, at Geneva and in the field to promote human rights issues. The Department maintains regular contact with non-governmental organizations, coordinates the production of information materials, and arranges press conferences and radio interviews for the High Commissioner for Human Rights, special rapporteurs and chairpersons of treaty bodies when they are in New York. The focal point organized, for instance, a press conference and several radio interviews for all of the members of the Working Group on Enforced and Involuntary Disappearances at its forty-eighth session, a successful campaign that for the first time drew media attention to the Group's important work.

106. During 1996 and 1997, the Department of Public Information has actively pursued its information campaign on human rights issues and because of the great demand for some publications, the Department reprinted and widely distributed, inter alia, the following materials:

(a) A poster/brochure on the Universal Declaration of Human Rights (DPI/1653/Rev.1/HR) in English (15,000), French (10,000) and Spanish (10,000);

(b) A booklet on the United Nations Declaration and Convention on the Elimination of All Forms of Racial Discrimination (DPI/858/Rev.1/HR) in English (15,000), French (10,000) and Spanish (10,000);

(c) A booklet on the Declaration on the Protection of All Persons from Enforced Disappearances (DPI/1709/HR) in English (20,000), French (15,000) and Spanish (15,000);

(d) A backgrounder on children's rights (DPI/1765/HR) in English (20,000), French (8,000) and Spanish (8,000);

(e) A six-language poster on the fiftieth anniversary of the Universal Declaration of Human Rights (70,000);

(f) A poster for the International Decade of the World's Indigenous People in English (20,000), French (4,000) and Spanish (10,000).

107. The print materials, as well as press releases and United Nations documents are distributed electronically by the Department of Public Information to the network of information centres and services and are posted on the United Nations Web site on the Internet (http://www.un.org). For example, from January 1996 to August 1997, 404 press releases on human rights issues were distributed by the Department in English and French. In addition to the press releases produced at Headquarters, the Department also reissues Geneva press releases on the Human Rights Committee, other treaty bodies and the Subcommission on Prevention of Discrimination and Protection of Minorities, in order to ensure wide dissemination. These press releases are also posted on the United Nations home page which receives 750,000 hits per week.

108. A special issue of the publication UN Briefing Papers, entitled "The world conferences", which was published in May 1997, presented a round-up of United Nations conferences and contained a special section on the World Conference on Human Rights. This issue can be used as a reference tool for those making presentations about United Nations work, including in the field of human rights. It contains concise material suitable for quoting in speeches or lectures.

109. Knowledge of the role of the Organization and its activities is also disseminated through films, radio and television programmes produced on a regular basis by the Department in a variety of languages. These are broadcast by national radio and television stations around the world. Public service announcements for radio, television and print are another means used by the Department to disseminate information about the work of the United Nations. The Department also organizes exhibits on specific topics; undertakes press coverage of all intergovernmental meetings on human rights; holds press conferences and briefings, seminars, round-table meetings and other activities to inform the media about the Organization's work; and answers public inquiries.

110. Several 15-minute United Nations Radio documentaries were produced at Headquarters to highlight various human rights issues, such as the programmes entitled "The United Nations and human rights", "Protection and promotion of human rights", "Commission on Human Rights", "50 years", "Establishment of an international criminal court", "Enforced and involuntary disappearances", "Vital issues discussed by the Commission on Human Rights and the Human Rights Committee", "United Nations activities in the field of human rights", "Towards a culture of human rights", "Sexual exploitation of children", "Women's human rights", "Women migrant workers", "Children and war: the unwilling soldiers", "Child labour in Guatemala" and "Slavery in the world". The programmes were produced in 15 languages, including the six official languages, and were distributed to more than 1,700 broadcasting organizations throughout the world.

111. Eight UN in Action television programmes on human rights issues were produced by the Department for use on the Cable News Network (CNN) weekly programme "World Report", which is seen in 90 countries. The programmes focused on the following: protecting human rights in Rwanda; United Nations helps with reform of Haiti's prisons; efforts of Mauritius in promoting economic, social and cultural rights; United Nations advances human rights in Guatemala via

radio; domestic violence in Moldova; United Nations helps strengthen judicial system in Guatemala; Guatemala's Ixcan region looks forward to a peaceful future; and UNICEF breakthrough for children in southern Sudan. The Department also distributed these programmes to other broadcasters throughout the world in Arabic, Chinese, English, French, Russian and Spanish.

112. The Department's half-hour television interview programme World Chronicle featured the Human Rights Committee Chairperson, the Registrar of the International Criminal Tribunal for Rwanda, the Chairperson of the Committee on the Elimination of Discrimination Against Women and the UNICEF Special Adviser on Child Rights.

113. The Department continued its close cooperation and collaboration with non-governmental organizations. In the biennium 1996-1997, the Department covered human rights issues in several of its weekly briefings for non-governmental organizations at Headquarters. Some 150 participants representing many non-governmental organizations that are in association with the Department and in consultative status with the Economic and Social Council participated in each briefing. The briefings covered such topics as "Towards a greater respect for human rights of children" and "Human rights: the fiftieth anniversary of the Universal Declaration of Human Rights".

114. The Department organized, from 16 September to 24 October 1996, its annual fellowship programme for developing country broadcasters and journalists who attended the fifty-first session of the General Assembly and covered United Nations activities, including human rights. This training programme was co-sponsored by the Friedrich Ebert Foundation. Eighteen broadcasters and journalists from Africa, Asia, the Middle East, Latin America and Eastern Europe attended the programme which allows participants to familiarize themselves with the work of the United Nations.

115. The Department also organized its annual Palestinian Media Practitioners Training Programme from 15 September to 8 November 1996 for 10 Palestinian journalists from radio, print and television media.

116. Another way in which the Department promotes awareness of human rights issues is through its public briefings. From January 1996 to August 1997, the Visitor's Section at Headquarters arranged for 51 briefings for a total of 2,411 students and Model United Nations participants on human rights issues, including special briefings on the rights of the child. It also arranged for special film and video screenings for other visitors and answered thousands of queries from the general public on human rights issues. In a special effort to reach out to teachers, the Public Services Section recently organized two seminars on teaching about the United Nations, one held on 27 August 1997 and another to be convened on 4 November 1997. A total of 117 teachers attended the first seminar, at which United Nations work for human rights was one of the main topics.

117. Special events to observe international days or years are another means of promoting United Nations concerns. These are organized at Headquarters by the Department, and in the field the United Nations information centres and services

also undertake special activities at the national and local levels to publicize the work of the United Nations on human rights.

B. Activities of information centres and services

1. United Nations Information Service at Geneva

118. Because it is located at the same duty station as the Office of the High Commissioner for Human Rights, the United Nations Information Service at Geneva plays a special role in the promotion of the work of the United Nations concerning human rights, especially the activities of the High Commissioner. Its daily work tends to be highly oriented towards the needs of the Geneva-based news media and non-governmental organizations.

119. The Service provides sustained and in-depth support to all aspects of the work of the High Commissioner for Human Rights and the United Nations human rights programme, including the writing and issuance of press releases on human rights activities; regular briefings of the Geneva-based press; acting as Geneva spokesperson for the High Commissioner and the human rights programme; providing information support in the field; providing television and radio reports of the Department of Public Information; press release coverage of meetings of treaty bodies at Geneva, the Commission on Human Rights and Subcommission on Prevention of Discrimination and Protection of Minorities; and briefings for Geneva-based non-governmental organizations, among others.

120. The Information Service at Geneva has also been developing a successful programme of informing United Nations information centres and services of the work of treaty bodies when they meet at Geneva. In this programme, the Service sends those offices reports of the countries in question, background and meeting coverage press releases, and the final observations of the treaty bodies. In return, the Service receives media feedback reports on the sessions. This arrangement includes the thematic areas covered by the five treaty bodies meeting at Geneva: children; racism; torture; economic, social and cultural rights; and civil and political rights.

121. In addition, the Service provides press and public information support for the work of the special rapporteurs and other thematic mechanisms of the Commission on Human Rights and the Subcommission on Prevention of Discrimination and Protection of Minorities. This takes many forms, including highlighting to the news media the reports of the thematic rapporteurs and organizing press conferences at the times these reports are being considered in the Commission.

122. Within the framework of the United Nations Decade for Human Rights Education, the Service has discussed a number of points and provided input to the High Commissioner for Human Rights on the proposal for a media advisory board. The Service has facilitated the work of a number of television broadcasters wishing to film in the Palais des Nations as part of the production of educational programming on human rights issues. United Nations Television has also provided archival material on human rights to broadcasters. United Nations Television strives to show aspects of human rights in action. For instance, United Nations Television went to Rwanda in December, a mission which

produced a news story transmitted by satellite from Kigali, two "UN In Action" programmes, one CNN "World Report", a Euronews feature, and a ten-minute news package sent by satellite by Eurovision on Human Rights Day, 1996.

123. United Nations Television in Geneva is discussing with the European Broadcasting Union various proposals for the promotion of human rights issues during the anniversary year and exploring the possibility of developing a bank of video material on human rights issues to be used during the year.

124. All the print materials of the Service on human rights were included in the United Nations Office at Geneva and United Nations High Commissioner for Human Rights home pages on the Internet which is proving a valuable resource for non-governmental organizations, students, researchers and many journalists. In July, the Service organized a three-week graduate student programme which paid particular attention to the United Nation's human rights programme.

125. The theme for the Geneva programme for the fiftieth annual Department of Public Information conference of non-governmental organizations in September 1997 was "Working with non-governmental organizations: new approaches for human rights field activities".

2. United Nations information centres and services throughout the world

126. In 1996 and 1997, the United Nations information centres and services continued to produce local materials and to disseminate relevant materials from Headquarters, such as press kits, background notes, press releases and official documents, and to translate them into local languages, as appropriate. They also organized or assisted with events, meetings, public gatherings and briefings; participated in seminars, panels and lectures for educational and other institutions; and gave interviews to the media.

127. Highlighted below are some of the main activities undertaken by selected centres and services from January 1996 to August 1997. The information is by no means comprehensive for each mentioned centre but represents a sampling of their varied activities.

128. The United Nations Information Service at Accra reprinted the Universal Declaration of Human Rights in all 11 local languages. It also organized a seminar for the launch of the book Fundamental Human Rights in Africa. The seminar was co-sponsored by the non-governmental organization, The African Human Rights Heritage. The Centre was represented at the opening session of a seminar on the theme "Towards promoting human dignity in Africa", and assisted the organizers by providing relevant United Nations publications.

129. On Human Rights Day, the United Nations office at Almaty organized a special exhibit of books on international human rights at the Library of the Kazakhstan Academy of Science. It also organized a round-table meeting at the Kazakhstan Institute of Strategic Studies, on human rights and their protection. The United Nations representative also participated in the second students forum organized by the Kazakhstan State University of Law.

130. On Human Rights Day, the United Nations office at Asmara prepared a press release that was distributed to the media. The Information Officer gave a lecture at the Eritrean Youth and Student Union on the theme "Human rights - from declaration to globalization", which was followed by a question and answer session.

131. The United Nations Information Centre at Asunción supported television Channel 9 and Channel 13 with the loan of two videos, "The Price of Freedom" and "New Horizons for Human Rights", and the United Nations publications Human Rights: A Compilation of International Instruments and Human Rights Fact Sheet No. 14, Contemporary Forms of Slavery.

132. During the visit of the Special Rapporteur on Religious Intolerance to Greece, the United Nations Information Centre at Athens made all the preparations and arranged interviews with academicians, non-governmental organizations and religious minority groups. The visit of the Special Rapporteur was reported in local newspapers. The Centre was represented at a symposium organized by the Medical Centre for the Rehabilitation of Torture Victims. On Human Rights Day, the representative of the Centre gave an interview to the Municipal Radio of Salonika.

133. The representative of the United Nations Information Service at Bangkok briefed 25 students of the University of New South Wales, Australia, on the work of the Economic and Social Commission for Asia and the Pacific. The Department of Public Information video, "New Horizons for Human Rights", was shown at the briefing. The Service provided human rights materials to the General Education Project of the Chulalongkorn University, television Channel 7 and the office of the European Union. The Declaration on the Right to Development was published in Thai and English in Attorney-General Magazine, which has a circulation of 5,000 and is widely read by Thai lawyers. The Service also organized an exhibit on human rights at the Rajaphat Institute and at the Chulalongkorn University.

134. On Human Rights Day, the United Nations Information Centre at Beirut provided the Joseph Mogheizel Foundation with media contact for its annual award ceremony for outstanding work in the field of human rights and civil peace. The Centre translated and disseminated the message of the Secretary-General and the speech of the UNDP Representative.

135. The United Nations Information Centre at Brazzaville provided information materials for a meeting organized by the African Commission of Human Rights, on civil and political rights. The Centre and the Association for Assistance to Incarcerated Infants and Mothers organized an essay competition among secondary school students to raise awareness of human rights issues. On Human Rights Day, the Centre organized a ceremony for the presentation of prizes to the winners of the contest.

136. The United Nations Information Centre at Brussels supervised the Dutch translation of the International Bill of Human Rights booklet. At the request of the Belgian branch of Amnesty International, the representative of the Centre briefed key non-governmental organizations on United Nations activities in respect of the fiftieth anniversary of the Universal Declaration of Human

Rights. During the meeting, a series of joint initiatives were agreed upon, which will result in joint activities with the Belgian authorities.

137. The United Nations Information Centre at Bucharest assisted the Ministry of Interior by providing copies of the Universal Declaration of Human Rights poster and of the publications Code of Conduct for Law Enforcement Officials and Human Rights and the Activity of the Public Order Forces. The Centre translated ABC - Teaching Human Rights into Romanian. This booklet is being extensively used by teachers.

138. The Director of the United Nations Information Centre at Buenos Aires attended the launching of the book Tomorrow is Too Late on children victims of war throughout the world. He also participated in a seminar on constitutional reform and human rights, organized by the Domestic Affairs Ministry. He was a guest speaker at the closing of a seminar organized for youth, on the Press and human rights. The Director was invited to speak on the United Nations and human rights at the special human rights award ceremony organized by the Asociación Argentina Pro Naciones Unidas. The Centre organized an interreligious encounter at the premises of the Museo de la Recoleta, where the Director of the Centre spoke on the role religious groups could play in promoting unity and peace. On Human Rights Day, the Director presented the Mayor of Buenos Aires with the sculpture, "Humanity and the United Nations" at a ceremony organized by the Centre.

139. The United Nations Information Centre at Bujumbura and the Office of the United Nations High Commissioner for Human Rights organized a series of sporting events for Human Rights Day, at which copies of the Universal Declaration of Human Rights in Kirundi were distributed.

140. The United Nations Information Centre at Cairo provided relevant information material for a photographic exhibit organized by the Sudanese Victims of Torture Group and also for an exhibit organized by the United Nations Student Club of the Cultural Committee of the Ain-Shams University.

141. The Information Officer of the United Nations Information Centre at Colombo was the guest speaker at a round-table discussion of representatives from grass-roots voluntary organizations, organized by Worldview Sri Lanka, an international non-governmental organization. He briefed the audience on United Nations contributions to the promotion of human rights, on the Universal Declaration of Human Rights, the two International Covenants, the Convention on the Elimination of All Forms of Discrimination Against Women and the Convention on the Rights of the Child. On Human Rights Day, the representative of the Centre gave an interview to Lakhanda Radio on the importance of the Day and on United Nations involvement in the field of human rights. He was also a guest speaker at an event organized by the Sri Lankan United Nations Association in collaboration with the Rotary Club of Galle, and spoke on the history of the development of human rights and the role of the United Nations. Within the framework of the United Nations Decade for Human Rights Education, the Centre has put together two activity kits on the United Nations for students in grades 6 to 9 and for those in grades 10 to 11. Both kits cover the origin, ideals and objectives, activities and achievements of the United Nations.

142. The United Nations Information Centre at Dakar mounted an exhibit on human rights with the group Médecins du monde during the week-long cultural event, Intercultures 96. The Charter of the United Nations was translated into Pulaar and Wolof. On Human Rights Day, the Centre organized a workshop, on the theme "Racism at the close of the twentieth century". Excerpts of the meeting were used in a weekly radio programme broadcast by Radio Senegal.

143. The United Nations Information Centre at Dhaka has been in contact with the Curricula Committee of the Bangladesh Textbook Board to have United Nations themes incorporated into the primary and secondary school curricula. On Human Rights Day, the representative of the Centre participated in meetings organized by the Bangladesh Human Rights Organization and the Institutional Development of Human Rights in Bangladesh. The Centre also presented to the Inspector-General of Police 100,000 copies of the Bangla version of the Universal Declaration of Human Rights.

144. The United Nations Information Centre at Jakarta updated the Indonesian version of the Universal Declaration of Human Rights. It also provided human rights information material for a workshop organized by LP3ES, a research institute for Islamic boarding schools.

145. On Human Rights Day, the United Nations Information Centre at Lagos officially launched the local language versions of the Universal Declaration of Human Rights in Pidgin English, Hausa, Igbo and Yoruba. An exhibit of paintings by a young Nigerian artist was organized in cooperation with the Nigerian United Nations Association, along with a drama sketch on human rights. Within the framework of the United Nations Decade for Human Rights Education, the Centre, the Brahma Kumaris Organization and the Ministry of Education developed an hour-long programme, "The United Nations in Today's World", for secondary schools. The programme provides background information on the United Nations and the importance of peace and development in today's world. It also highlights areas of interest to youth, such as acquired immunodeficiency syndrome (AIDS) and drugs. To date, 25 schools have been visited and 8,000 students have participated in the programme.

146. The Director of the United Nations Information Centre at Lisbon attended the launch of a multilingual version of the Universal Declaration of Human Rights booklet and the opening of an exhibition on human rights, organized by the Portuguese branch of Amnesty International and the Loures Town Council. The Centre issued a press release on the visit to Portugal of the Special Rapporteur on torture. The Centre also assisted the Special Rapporteur in interviewing people of East Timorese origin. On Human Rights Day, Fazer, a group of African artists wishing to contribute to their continent's development organized, in cooperation with the Centre, a public ceremony to present their projects. The ceremony was followed by a concert.

147. The representative of the United Nations Information Centre at Lomé briefed the directors of human rights committees of Niger and Togo on United Nations activities in the field of human rights.

148. The United Nations Information Centre in London organized a briefing for media and non-governmental organizations representatives with the Special

Rapporteur on the situation of human rights in Burundi. The Director attended key sessions of the First International Conference on Human Rights and Kuwaiti Prisoners of War, organized by Middle East Consultants. The Director gave an address to the British Institute of Human Rights, on the contribution of the United Nations to human rights, 1945-1995. He also addressed undergraduate students at Syracuse University on human rights and humanitarian issues.

149. To mark Human Rights Day, the United Nations Information Centre at Madrid organized a two-day seminar on United Nations legal instruments for the protection of human rights. The seminar was aimed at Spanish journalists specialized in international issues. Among the participants were the Director of the Centre, the Director of the Human Rights Office of the Ministry of Foreign Affairs and a representative of the Office of the United Nations High Commissioner for Human Rights.

150. During the visit of the High Commissioner for Human Rights to Mexico, the United Nations Information Centre at Mexico City prepared a press release and assisted him in his lecture in Queretaro. The visit was widely covered by the media. On Human Rights Day, the Information Officer gave a television interview for channel 11 on human rights issues, and the Director participated in a meeting organized by the Frente Mexicano Pro Derechos Humanos.

151. On Human Rights Day, the Director of the United Nations Information Centre at New Delhi participated in a seminar on functional components of human rights, organized by the All India Human Rights Association. The Centre, in collaboration with the Indian Council of World Affairs and the Forum of Indian Non-Governmental Organizations for Cooperation with the United Nations, organized a meeting to mark the Day. The Director of the Centre delivered the keynote address at a seminar, on human rights and child empowerment, organized by the New Delhi YMCA. Within the framework of the United Nations Decade for Human Rights Education, in a special effort to disseminate United Nations information materials, the Centre reached schools all over India. During the autumn break, students volunteered to visit schools in their home towns and to brief school principals on available materials for teaching students about the United Nations. A total of 84 schools responded to this outreach effort.

152. The United Nations Information Centre at Ouagadougou devoted one of its weekly television programmes to a local non-governmental organization, Club UNESCO du Burkina Faso. The guest was the Commissioner of the Club, and he spoke about the contribution of UNESCO and his organization to the protection of human rights and the fight against discrimination. The representative of the Centre briefed 10 Ministry of Social Affairs officials on the issue of children's rights. The video, "Doctors in the Sky", was screened at the end of the lecture. The Centre also gave lectures on human rights to a total of 1,200 students from various schools in Ouagadougou. The United Nations films, "What Rights Has a Child?" and "Human Rights Day Concert", were screened after the lectures. On Human Rights Day, the representative of the Centre briefed 70 students on human rights issues. The Centre also organized a two-day exhibit on human rights.

153. The United Nations Information Centre in Paris disseminated the statement of the Secretary-General at the opening of the fifty-second session on the

Commission of Human Rights to the AFP, Reuters and UNESCO press services. The Director of the Centre assisted in the press briefing of the Director of UNESCO to the members of the Foreign Press Association on social and human rights action of the United Nations system. The Director also attended the opening ceremony of the Foundation Arche de la fraternité, whose President is former Secretary-General Javier Perez de Cuellar. The Director of the Centre participated in a seminar organized by the University of Tunis, the Tunisian Association of Political Science and the Conrad Adenauer Foundation, and briefed the audience on the United Nations and human rights.

154. The Director of the United Nations Information Centre at Prague served as moderator at a round-table meeting on ways of preventing the media being used as a promoter of child pornography. Concrete channels of communication were established to keep media outlets aware of United Nations policy and procedures. On Human Rights Day, the representative of the Centre participated in a panel discussion on the state of human rights in the Czech Republic, organized by the Czech Helsinki Committee. Panellists included representatives of the media, Government, academic institutes and non-governmental organizations.

155. To mark Human Rights Day, the United Nations Information Centre at Rabat organized jointly with the Ligue marocaine pour la défense des droits de l'homme a seminar on the theme "The United Nations and human rights". The Centre also arranged an exhibit of posters and information materials on human rights.

156. The United Nations Information Centre in Rome made all necessary arrangements for the Special Rapporteur on the human rights situation in the former Yugoslavia to meet with Pope John Paul II, before his departure for Sarajevo. An interview with Vatican Radio was organized.

157. The United Nations Information Centre at Rio de Janeiro, Brazil, publicized the report of Brazil to the Human Rights Committee by disseminating it to the key media. The Director responded to media criticism of a United Nations report on prostitution in Brazil. The Centre gave support to the exhibit, "Direitos Humanos, Direitos de Todos", organized by Soka Gakkai International, which was displayed in three cities. The Centre publicized the event through its newsletter.

158. The Information Officer of the United Nations Information Centre at Sydney, Australia, participated in a seminar on the United Nations human rights mechanisms, organized for undergraduate law students at the University of New South Wales. He also briefed post graduate law students on the United Nations and international human rights and chaired a panel discussion on treaties and human rights at the Law School of the University of New South Wales. The Information Officer participated in a panel discussion on tasks for the United Nations Decade for Human Rights Education in the Asia-Pacific region and briefed 11 prominent Vietnamese human rights and international law experts invited by the Centre for Asian and Pacific Law of the University of Sydney on the United Nations and human rights. On Human Rights Day, the Information Officer gave three radio interviews promoting the Day, the value of international instruments for the protection of human rights and the need for equality.

159. The United Nations Information Centre at Tehran issued a press release in Farsi and English about the visit of the Special Rapporteur on the situation of human rights in the Islamic Republic of Iran. The press release was published in major newspapers and distributed by the Iranian news agency IRNA. The Centre also arranged interviews for the Special Rapporteur with Agence France Presse, the Islamic Republic News Agency (IRNA) and the Persian Daily. During the visit of the Special Rapporteur on the promotion and protection of the right to freedom of opinion and expression, the Centre organized a meeting with representatives of Reuters, Kyodo and the Italian News Agency.

160. The United Nations Information Centre at Tokyo jointly organized two international symposia on human rights with the Japanese Government, the City of Hamamatsu, Shizuoka Prefecture and the Centre for Human Rights. The Centre provided posters, photographs and information materials for those meetings. The symposia were part of an effort to promote the United Nations Decade for Human Rights Education. The Centre also participated in the third Festival on Education for Human Rights. The Centre translated the Blue Book The UN and Human Rights, 1945-1995 into Japanese.

161. The United Nations Information Centre at Windhoek distributed to the media, non-governmental organizations and relevant governmental ministries press releases on the fifty-sixth session of the Human Rights Committee, the fifty-second session of the Commission on human rights and the Secretary-General's statement at the opening of the latter. The Centre compiled a half-hour radio programme consisting of various edited items from the daily highlights. On Human Rights Day, UNIC designed a human rights quiz, entitled "Do you know your rights?", aimed at promoting the Universal Declaration of Human Rights and testing general knowledge of the fundamental freedoms enshrined in the Namibian Constitution.

C. Activities planned for the fiftieth anniversary of the Universal Declaration of Human Rights

162. In order to raise global awareness of the fiftieth anniversary of the Universal Declaration of Human Rights, the Department of Public Information is planning a multimedia information programme. Its main objective is to strengthen the significance and the importance of the Declaration throughout the world. The information programme is targeted at the media, non-governmental organizations, governmental officials, schools and academic institutions, the United Nations system and the public at large.

163. Since human rights permeates all of the work of the United Nations system, the Department of Public Information submitted a proposal to the Joint United Nations Information Committee at its twenty-third session, which took place at Turin, Italy, from 1 to 3 July 1997. The proposal includes a number of projects to commemorate the fiftieth anniversary of the Universal Declaration of Human Rights. The United Nations information centres and services will be closely involved in those activities and in promoting national initiatives. The Department plans to produce and widely disseminate the following information materials:

(a) A poster on the fiftieth anniversary in the six official languages of the United Nations in September 1997;

(b) An initial press kit in English and French to mark the fiftieth anniversary, to be issued for Human Rights Day on 10 December 1997. An expanded version of the kit will be issued in 1998. The kit will include:

(i) A brochure in the six official languages;

(ii) Seven to ten background articles on the history and significance of the Universal Declaration;

(iii) A copy of the Universal Declaration booklet;

(iv) A list of all language versions of the Universal Declaration of Human Rights, known to the Department of Public Information and the Centre for Human Rights;

(v) The reproduction sheets of the amalgam design for the fiftieth anniversary.

164. The Department is planning an historical exhibit, from the adoption of the Universal Declaration to "Human Rights in Action" today. It is envisaged that the exhibit will first be set up at Headquarters for Human Rights Day, on 10 December 1997, and will continue until the end of January 1998. If funding is available, the exhibit would be sent to Geneva for the fifty-fourth session of the Commission on Human Rights in March 1998. This exhibit may be expanded for Human Rights Day at Headquarters in 1998.

165. A Department of Public Information seminar or a round-table meeting for journalists is planned for Headquarters in December 1997. It is also proposed that regional seminars be held, if funding can be made available, in order to reinforce the message of the Universal Declaration throughout the world.

166. Throughout 1998, the Department will continue to produce television programmes on human rights in "UN in Action" and "World Chronicle", among others. The Department also intends to prepare new or updated television public service announcements.

167. In connection with the fiftieth anniversary of the Universal Declaration of Human Rights, United Nations Radio is considering a special series of programmes on various aspects of the Declaration, in as many languages as funding permits. United Nations Radio also plans to produce public service announcements to promote the fiftieth anniversary.

168. The Department of Public Information is cooperating closely with the Office of the United Nations High Commissioner for Human Rights, non-governmental organizations and governmental representatives in its planning and preparations for the anniversary. During the period December 1997-December 1998, the focus of activities undertaken by the Department will include an active outreach to the media, non-governmental organizations and the general public in order to

broaden knowledge of human rights throughout the world and to mobilize political support for action at every level.

169. As the representative of the Department, the United Nations Information Office at Geneva is working closely with the Office of the High Commissioner in Geneva in planning meetings on the implementation of the Vienna Declaration and Programme of Action, and recommendations for the coordinated approach to the commemoration of the fiftieth anniversary of the Universal Declaration of Human Rights. Staff of the Service represent the Department in all Geneva meetings with non-governmental organizations and other United Nations agencies involved in planning events for the anniversary year.

Notes

[1] A/CONF.157/24 (Part I), chap. III.

[2] General Assembly resolution 217 A (III).

[3] See General Assembly resolution 2200 A (XXI), annex.

[4] Official Records of the Economic and Social Council, 1997, Supplement No. 3 (E/1997/23-E/CN.4/1997/150), chap. II.

[5] E/CN.4/1997/36.

[6] E/CN.4/1997/2-E/CN.4/Sub.2/1997/50, chap. I, sect. A.

[7] E/CN.4/1997/46.

[8] Official Records of the General Assembly, Fifty-second Session, Supplement No. 36 (A/52/36).

[9] General Assembly resolution 44/25, annex.

[10] E/CN.4/1997/46, para. 23 (f).

[11] E/CN.4/1997/86.

ANNEX

Publications issued by the Office of the United Nations High Commissioner for Human Rights, as at August 1997

Fact sheets

No. 1 Human Rights Machinery

No. 2 The International Bill of Human Rights (Revision)

No. 3 Advisory Services and Technical Cooperation in the Field of Human Rights (Revision)

No. 4 Methods of Combating Torture

No. 5 Programme of Action for the Second Decade to Combat Racism and Racial Discrimination

No. 6 Enforced or Involuntary Disappearances (Revision)

No. 7 Communication Procedures

No. 8 World Public Information Campaign for Human Rights

No. 9 The Rights of Indigenous Peoples (Revision)

No. 10 The Rights of the Child (Revision)

No. 11 Extrajudicial, Summary or Arbitrary Executions

No. 12 The Committee on the Elimination of Racial Discrimination

No. 13 International Humanitarian Law and Human Rights

No. 14 Contemporary Forms of Slavery

No. 15 Civil and Political Rights: The Human Rights Committee

No. 16 The Committee on Economic, Social and Cultural Rights (Revision)

No. 17 The Committee against Torture

No. 18 Minority Rights

No. 19 National Institutions for the Promotion and Protection of Human Rights

No. 20 Human Rights and Refugees

No. 21 The Human Right to Adequate Housing

No. 22 Discrimination against Women: The Convention and the Committee

No. 23 Harmful Traditional Practices Affecting the Health of Women and Children

No. 24 The Rights of Migrant Workers

No. 25 Forced Evictions and Human Rights

Professional training series

No. 1 Human Rights and Social Work: A Manual for Schools of Social Work and the Social Work Profession (HR/P/TP/1) (Sales No. E.94.XIV.4)

No. 2 Human Rights and Elections: A Handbook on the Legal, Technical and Human Rights Aspects of Elections (HR/P/TP/2) (Sales No. E.94.XIV.5)

No. 3 Human Rights and Pre-Trial Detention: Handbook of International Standards relating to Pre-Trial Detention (HR/P/TP/3) (Sales No. E.94.XIV.6)

No. 4 National Human Rights Institutions: A Handbook on the Establishment and Strengthening of National Institutions for the Promotion and Protection of Human Rights (HR/P/TP/4) (Sales No. E.95.XIV.2)

No. 5 Human Rights and Law Enforcement: A Manual on Human Rights Training for the Police (HR/P/TP/5) (Sales No. E.96.XIV.5)

No. 5 (Addendum) International Human Rights Standards for Law Enforcement: A Pocket Book on Human Rights for the Police (HR/P/TP/5/Add.1) (Sales No. E.96.XIV.6)

Human rights study series

No. 1 Right to Adequate Food as a Human Right (Sales No. E.89.XIV.2)

No. 2 Elimination of All Forms of Intolerance and Discrimination based on Religion or Belief (Sales No. E.89.XIV.3)

No. 3 Freedom of the Individual under Law: an Analysis of Article 29 of the Universal Declaration of Human Rights (Sales No. E.89.XIV.5)

No. 4 Status of the Individual and Contemporary International Law: Promotion, Protection and Restoration of Human Rights at National, Regional and International Levels (Sales No. E.91.XIV.3)

No. 5 Study on the Rights of Persons Belonging to Ethnic, Religious and Linguistic Minorities (Sales No. E.91.XIV.2)

No. 6 Human Rights and Disabled Persons (Sales No. E.92.XIV.4 and corrigendum)

No. 7 Right to Adequate Housing (Sales No. E.96.XIV.3)

No. 8 Sexual Exploitation of Children (Sales No. E.96.XIV.7)

Note of the United Nations High Commissioner for Human Rights

No. 1 The High Commissioner for Human Rights, an Introduction: Making Human Rights a Reality (HR/PUB/HCHR/96/1)

1998: Fiftieth anniversary of the Universal Declaration of Human Rights

No. 1 1998: Fiftieth Anniversary of the Universal Declaration of Human Rights, basic information kit No. 1

Ad hoc publications

European Workshop on the Universal Declaration of Human Rights: Past-Present-Future (Milan, Italy, 7-9 September 1988) (HR/PUB/89/1)

The Administration of Justice and Human Rights for East European Countries: Report of a United Nations Training Course (Moscow, 21-25 November 1988) (HR/PUB/89/2)

The Teaching of Human Rights: Report of an International Seminar (Geneva, 5-9 December 1988) (HR/PUB/89/3)

The Effects of Racism and Racial Discrimination on the Social and Economic Relations between Indigenous Peoples and States: Report of a Seminar (Geneva, 16-20 January 1989) (HR/PUB/89/5)

Application of the International Covenant on Civil and Political Rights under the Optional Protocol by the Human Rights Committee (Reprint No. 1 (4))

The African Charter on Human and Peoples Rights (HR/PUB/90/1)

Report of an International Consultation on AIDS and Human Rights (Geneva, 26-28 July 1989) (HR/PUB/90/2)

United Nations Training Course on International Norms and Standards in the Field of Human Rights (Moscow, 27 November-1 December 1989) (HR/PUB/90/6)

Second Decade to Combat Racism and Racial Discrimination: Global Compilation of National Legislation against Racial Discrimination (HR/PUB/90/8)

The Realization of the Right to Development: Global Consultation on the Right to Development as a Human Right (Geneva, 8-12 January 1990) (HR/PUB/91/2)

Political, Historical, Economic, Social and Cultural Factors contributing to Racism, Racial Discrimination and Apartheid: Report of a Seminar (Geneva, 10 January-14 December 1990) (HR/PUB/91/3)

The First Twenty Years: Progress Report of the Committee on the Elimination of Racial Discrimination (HR/PUB/91/4)

Workshop on International Human Rights Instruments and Reporting Obligations: Preparation of Reports to United Nations Human Rights Treaty Bodies (Moscow, 26-30 August 1991) (HR/PUB/91/5)

African Seminar on International Human Rights Standards and the Administration of Justice (Cairo, 8-12 July 1992) (HR/PUB/91/6)

Teaching and Learning about Human Rights - A Manual for Schools of Social Work and the Social Work Profession (HR/PUB/92/1)

United Nations Workshop for the Asia-Pacific Region on Human Rights Issues (Jakarta, 26-28 January 1993) (HR/PUB/93/1)

Fourth Workshop on Regional Human Rights Arrangements in the Asian and Pacific Region (Kathmandu, 26-28 February 1996)

Other publications

ABC - Teaching Human Rights: Practical activities for primary and secondary schools

United Nations Action in the Field of Human Rights (ST/HR/2/Rev.4) (Sales No. E.94.XIV.11)

Human Rights: A Compilation of International Instruments, vol. I, parts I and II (ST/HR/1/Rev.5) (Sales No. E.94.XIV.1)

United Nations Reference Guide in the Field of Human Rights (ST/HR/6) (Sales No. E.93.XIV.4)

Human Rights: Status of International Instruments (ST/HR/5) (Sales No. E.87.XIV.2)

Human Rights: International Instruments; Chart of Ratifications as at 31 December 1996 (ST/HR/4/Rev.15) (Sales No. E.87.XIV.2)

Manual on Human Rights Reporting (HR/PUB/91/1) (Sales No. E.91.XIV.1)

Model National Legislation for the Guidance of Governments in the enactment of Further Legislation against Racial Discrimination

Human Rights Bibliography, 5 vols. (Sales No. GV.E.92.0.16)

Official Records of the Human Rights Committee

Selected decisions of the Human Rights Committee under the Optional Protocol

Human Rights in Action (brochure)

UNITED
NATIONS

A

General Assembly

Distr.
GENERAL

A/52/469/Add.1
20 October 1997

ORIGINAL: ENGLISH

Fifty-second session
Agenda item 112 (b)

HUMAN RIGHTS QUESTIONS: HUMAN RIGHTS QUESTIONS, INCLUDING ALTERNATIVE APPROACHES FOR IMPROVING THE EFFECTIVE ENJOYMENT OF HUMAN RIGHTS AND FUNDAMENTAL FREEDOMS

United Nations Decade for Human Rights Education (1995-2004) and public information activities in the field of human rights

Report of the Secretary-General

Addendum

Guidelines for national plans of action for human rights education

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97-28411 (E) 041197

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PREFACE

1. The present "Guidelines for National Plans of Action for Human Rights Education" have been developed by the Office of the High Commissioner for Human Rights (OHCHR) in the framework of the United Nations Decade for Human Rights Education (1995-2004). The Guidelines are intended to assist States in responding to several resolutions of both the General Assembly and the Commission on Human Rights, in which States were called upon to develop national plans of action for human rights education.[1]

2. In its resolution 49/184 proclaiming the Decade for Human Rights Education, the General Assembly welcomed a related Plan of Action submitted to the Assembly by the Secretary-General, and requested the United Nations High Commissioner for Human Rights to coordinate its implementation. The final version of the Plan of Action (see A/51/506/Add.1, appendix) seeks to stimulate and support national and local activities and initiatives. It is built upon the idea of a partnership between Governments, intergovernmental organizations, non-governmental organizations (NGOs), professional associations, individuals and large segments of civil society.

3. The Plan of Action has five objectives:

(a) The assessment of needs and formulation of strategies;

(b) Building and strengthening human rights education programmes at the international, regional, national and local levels;

(c) Developing educational materials;

(d) Strengthening the role of mass media;

(e) Global dissemination of the Universal Declaration of Human Rights.

4. With regard to the building and strengthening of human rights education programmes at the national and local levels, Member States are urged to establish a national committee for human rights education and to draw up a national plan of action.

5. Since governmental and non-governmental organizations and individuals have important roles to play in ensuring that human rights are respected, national human rights education strategies and plans of action should be developed and implemented by a creative mixture of all of such entities. These Guidelines are not intended as a blueprint for a nationally coordinated effort in human rights education. Rather, they aim at providing concrete suggestions for developing and implementing a comprehensive (in terms of outreach), effective (in terms of educational strategies) and sustainable (over the long term) national plan of action.

6. In those countries with a federal system, plans of action may be developed at both the federal and state/provincial levels. Therefore, "national plan", as used in this document, may refer to state/provincial plans as well.

7. The Guidelines are structured in the following sections:

(a) Introduction;

(b) Principles governing a national plan of action for human rights education;

(c) Steps towards a national plan of action for human rights education.

8. The preparation of the Guidelines has benefited from the valuable input of several experts and practitioners in the area of human rights education, including Mr. Carlos Basombrio, Mr. Clarence J. Dias, Mr. Frej Fenniche, Ms. Nancy Flowers, Mr. Chris Madiba, Mr. Abraham Magendzo, Mr. Vitit Muntarbhorn, Mr. Marek Nowicki, Mr. Ralph Pettman, Ms. Magda Seydegardt, Ms. Cristina Sganga, Ms. Felisa Tibbitts, Mr. David Weissbrodt and Ms. Louisa Zondo. The United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Council of Europe also participated in the process of discussing and drafting the Guidelines.

9. Three complementary documents to these Guidelines have also been prepared and will be made available by the OHCHR:

(a) Human Rights Education Programming, a paper which includes ideas and suggestions for the implementation of targeted human rights education programmes regarding (i) public awareness; (ii) the schooling sector; (iii) other priority groups, and a resource guide to assist in programme implementation;

(b) The Right to Human Rights Education, a compilation of full texts/excerpts of international instruments pertaining to human rights education;

(c) Human Rights Trainers Guide, a methodological approach to the human rights training of professional groups.

I. INTRODUCTION

A. Definition of human rights education

10. References to the concept of education in and for human rights appear in a number of international human rights instruments, including the Universal Declaration of Human Rights (art. 26), the International Covenant on Economic, Social and Cultural Rights (art. 13), the Convention of the Rights of the Child (art. 28), and, most recently, the Vienna Declaration and Programme of Action (sect. D, paras. 78-82). Taken together, these instruments provide a clear definition of the concept of human rights education as agreed by the international community.

11. In accordance with those provisions, and for the purposes of the Decade, human rights education may be defined as training, dissemination and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the moulding of attitudes, which are directed towards:

(a) The strengthening of respect for human rights and fundamental freedoms;

(b) The full development of the human personality and the sense of its dignity;

(c) The promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;

(d) The enabling of all persons to participate effectively in a free society;

(e) The furtherance of the activities of the United Nations for the maintenance of peace (see A/51/506/Add.1, appendix, para. 2).

B. Why human rights education?

12. There is growing consensus that education in and for human rights is essential and can contribute to both the reduction of human rights violations and the building of free, just and peaceful societies. Human rights education is also increasingly recognized as an effective strategy to prevent human rights abuses.

13. Human rights are promoted through three dimensions of education campaigns:

(a) Knowledge: provision of information about human rights and mechanisms for their protection;

(b) Values, beliefs and attitudes: promotion of a human rights culture through the development of values, beliefs and attitudes which uphold human rights;

(c) Action: encouragement to take action to defend human rights and prevent human rights abuses.

C. Why national plans of action for human rights education?

14. National plans serve to:

(a) Establish or strengthen national and local human rights institutions and organizations;

(b) Initiate steps towards national programmes for the promotion and protection of human rights, as recommended by the World Conference on Human Rights;

(c) Prevent human rights violations that result in ruinous human, social, cultural, environmental and economic costs;

(d) Identify those people in society who are presently deprived of their full human rights and ensure that effective steps are taken to redress their situation;

(e) Enable a comprehensive response to rapid social and economic changes that might otherwise result in chaos and dislocation;

(f) Promote diversity of sources, approaches, methodologies and institutions in the field of human rights education;

(g) Enhance opportunities for cooperation in human rights education activities among government agencies, non-governmental organizations, professional groups and other institutions of civil society;

(h) Emphasize the role of human rights in national development;

(i) Help Governments meet their prior commitments to human rights education under international instruments and programmes, including the Vienna Declaration and Programme of Action (1993) and the United Nations Decade for Human Rights Education (1995-2004).

D. Why guidelines for national plans of action?

15. The Guidelines are intended to:

(a) Promote a common understanding of the purposes and content of human rights education and the Decade;

(b) Highlight minimum standards for human rights education;

(c) Identify processes/steps needed to design, implement, evaluate and redesign a national plan for human rights education;

(d) Draw attention to the human, financial and technical resources needed to adopt a national approach to human rights education;

(e) Encourage effective interaction between national and international human rights institutions and organizations and promote the implementation of international human rights standards at the national level;

(f) Provide mechanisms for setting reasonable human rights education goals and measuring their achievement.

II. PRINCIPLES GOVERNING A NATIONAL PLAN OF ACTION FOR HUMAN RIGHTS EDUCATION

A. General principles

16. Education in and for human rights is a fundamental human right. Governments should develop national plans that:

(a) Promote respect for and protection of all human rights through educational activities for all members of society;

(b) Promote the interdependence, indivisibility and universality of human rights, including civil, cultural, economic, political and social rights and the right to development;

(c) Integrate women's rights as human rights in all aspects of the national plan;

(d) Recognize the importance of human rights education for democracy, sustainable development, the rule of law, the environment and peace;

(e) Recognize the role of human rights education as a strategy for the prevention of human rights violations;

(f) Encourage analysis of chronic and emerging human rights problems, which would lead to solutions consistent with human rights standards;

(g) Foster knowledge of and skills to use global, regional, national and local human rights instruments and mechanisms for the protection of human rights;

(h) Empower communities and individuals to identify their human rights needs and to ensure that they are met;

(i) Develop pedagogies that include knowledge, critical analysis and skills for action furthering human rights;

(j) Promote research and the development of educational materials to sustain these general principles;

(k) Foster learning environments free from want and fear that encourage participation, enjoyment of human rights and the full development of the human personality.

B. Organizational and operational principles

17. All procedures and practices for the elaboration, implementation and evaluation of the national plan should guarantee (a) the pluralistic representation of society (including NGOs); (b) transparency of operation; (c) public accountability; and (d) democratic participation.

18. All government authorities should respect the independence and autonomy of the various organizations in the implementation of the national plan.

C. Principles for educational activities

19. All educational activities conducted under the national plan must foster:

(a) Respect for and appreciation of differences and opposition to discrimination on the basis of race, national or ethnic origin, gender, religion, age, social, physical or mental condition, language, sexual orientation etc;

(b) Non-discriminatory language and conduct;

(c) Respect for and appreciation of diversity of opinions;

(d) Participatory teaching and learning;

(e) "Translation" of human rights norms into the conduct of daily life;

(f) Professional training of trainers;

(g) Development and strengthening of national capacities and expertise for the effective implementation of the plan.

III. STEPS TOWARDS A NATIONAL PLAN OF ACTION FOR HUMAN RIGHTS EDUCATION

A. Step 1: establishing a national committee for human rights education

Establishment

20. A national committee should be established in each country, according to national conditions and should include representatives of appropriate government

agencies and non-governmental organizations with experience in human rights and human rights education or with the potential to develop such programmes (see box).

POTENTIAL MEMBERSHIP

The members of the national committee should include institutions, organizations and individuals that intend to work in accordance with the purposes and principles of the United Nations, including the principles on which the Decade is based. A sample list might include, inter alia:

Representatives of national/local bodies, such as:

- government representatives (which would then liaise with relevant ministries);
- the national commission for UNESCO and other similar national agencies (in Europe, for instance, the Information and Documentation Centres on the Council of Europe);
- independent human rights national institutions (human rights commissions and/or ombudsmen);
- national human rights resource and training centres;
- national/local human rights groups/organizations, including, for example, national committees for UNICEF, and other community-based organizations, including women's and social justice groups;
- national chapters of international human rights non-governmental organizations, including, for example, national United Nations associations;
- representatives from parliament (in particular, from the education, human rights and development committees);
- key representatives of civil society, including trade and professional unions;
- representatives from the judiciary;
- business community;
- teachers' associations/unions;
- cultural/social and community leaders;
- youth organizations;

- minority groups;
- educators and university scholars;
- media representatives.

Observers may, as appropriate, be invited, such as national representatives/offices of international agencies present in the country, including, inter alia:

- the United Nations resident coordinator (who often is the United Nations Development Programme resident representative);
- the United Nations information centre or service;
- the United Nations High Commissioner for Refugees (UNHCR) national delegation;
- the High Commissioner/Centre for Human Rights field presence;
- the office of regional intergovernmental organizations (Organization of African Unity, Organization of American States, Council of Europe, Commonwealth, Francophonie, etc.).

21. The initiative for forming the national committee should be taken by the appropriate branch or agency of the Government. In this respect, the Government should respond to relevant initiatives from a national human rights commission, similar national institution or non-governmental organization.

22. The first step in establishing a national committee could be through the selection of a temporary liaison officer or convener for the purpose of establishing the committee. At this stage, it is important that efforts be made to embrace in the committee at least all institutions and organizations already significantly active in the area of human rights education. The Government should notify the OHCHR when the national committee is convened.

Functions

23. The committee should be directly responsible for the development of the national plan, including (a) the commissioning/conduct of the baseline study (step 2); (b) the formulation of a comprehensive national plan of action, including identifying objectives, strategies, programmes and financing (steps 3 and 4); (c) the facilitation of the implementation of the national plan (step 5); and (d) the periodic evaluation, review and follow-up of programmes and the achievements of national goals (step 6).

24. With regard to the international level, the committee should remain in contact with regional and international bodies involved in implementing the objectives of the Decade and should channel international and regional inputs,

information and support to the local and grass-roots levels. The Committee should also report periodically to the OHCHR on needs, proposals and progress made towards the realization of the goals of the Decade, so that this information can be included in the High Commissioner's reports on the implementation of the United Nations Plan of Action for the Decade and can constitute a basis for further action.

Methods of work

25. A coordinator should be elected by the committee, who may be guided by a small representative advisory board. A secretariat could be established, eventually within one of the member organizations of the committee.

26. The committee should operate with a free exchange of views and information, in an atmosphere of trust and collaborative interest in seeing that a comprehensive, intersectoral and multidisciplinary strategy for human rights education can take place in the country.

27. Procedures for decision-making, as well as for requesting, receiving, reviewing and discussing the contributions of concerned individuals, groups and organizations should be developed at an early stage.

Time-frame

28. Where not already existing, a national committee should preferably be established at the beginning of 1998, the year of the fiftieth anniversary of the Universal Declaration of Human Rights. It should work at least for the period of the Decade (1995-2004).

B. Step 2: conducting a baseline study

Purpose

29. If it has already not been undertaken, a baseline study or needs assessment will be a critical aid in determining the more pressing local and national needs.

30. Accordingly, once the committee is constituted, one of its early activities should be to conduct or commission a systematic study about the state of human rights education in the country, including the areas where human rights challenges are greatest, the available level of support and the extent to which the basic elements of a national strategy are already in place. This inquiry and any subsequent activities will require that the committee have a clear understanding about what constitutes human rights education.

Content

31. The study might deal with present activities, needs and human and institutional resources for human rights education, including such basic issues as:

(a) Existing programmes for human rights education (for the general public, formal schooling sectors and specific groups);

(b) Existing curricula for human rights and democracy issues at all levels of education;

(c) Current activities of governmental and non-governmental agencies active in human rights education;

(d) Existence of legal norms concerning the promotion of human rights and their implementation;

(e) Availability of key human rights documents in national and local languages as well as in simplified language form;

(f) Availability of other materials, both textual and other, for use in human rights education and their accessibility;

(g) Overall level of organizational and financial support for human rights education, including institutions and individuals most likely to assist in this area;

(h) Existence of national development plans and other relevant national plans of action already defined (general human rights plans of action or those for women, children, minorities or indigenous peoples);

(i) Obstacles to human rights education that should be overcome;

(j) An overall needs assessment for human rights education, including identification of human rights problems in the country and consequently emerging priority groups in need of human rights education.

32. The study might also include (a) knowledge about human rights among the general population, as well as potential target groups; (b) social, political and economic conditions relevant to human rights education; (c) human rights educational access for marginalized groups; and (d) treatment of human rights issues by the mass media (including television, radio, newspapers and popular magazines).

Methods

33. To be the basis for the development of the national plan of action, this baseline study must be seen as legitimate, credible and objective. This question of legitimacy extends to the organization(s) commissioned to conduct the study, as well as the data collection methods themselves.

34. The study can be undertaken through the distribution of questionnaires, through interviews and collection/reviewing of materials. Information can also be obtained through the canvassing of existing groups, many of whom may already be on the national committee. A bottom-up approach for the assessment of needs should be encouraged, i.e., a participatory approach at the grass-roots level. Local seminars and workshops among basic educators in the rural areas, for

example, or the participation of representatives of NGOs working in those areas could be a way of assessing needs as widely as possible.

35. Also, the study should review State reports to the United Nations treaty bodies on the implementation of human rights education provisions of international instruments[3] as well as the observations and recommendations made by those bodies in this regard. National reports elaborated in accordance with other international or regional monitoring procedures should also be reviewed.

36. The study should identify and make recommendations on high-priority groups in need of human rights education, proposed programme areas to address gaps in programme coverage and suggestions for improving the human rights education activities of existing groups.

37. The study must be made public and be widely disseminated and could have attached a useful annex of addresses of all national and local institutes and governmental and non-governmental agencies dealing with human rights education that may be contacted and may provide materials for further development of programmes.[4]

C. Step 3: setting priorities and identifying groups in need

38. Priorities in human rights education will need to be established for the short, medium and long term on the basis of the findings of the baseline study. These priorities might be set on the basis of the most pressing needs (for example, among groups that are clearly in need of human rights education) and on the basis of the opportunity (for example, if certain groups or institutions have requested assistance in setting up human rights education programmes).

39. Groups in need of human rights education may include:

(a) Administration of justice officials: (i) law enforcement personnel, including police; (ii) prison officials; and (iii) judges and prosecutors;

(b) Other government and legislative officials: (i) members of the legislature; (ii) public officials involved in drafting legislation, developing and implementing policy; (iii) the military and other security forces; and (iv) immigration and border officials;

(c) Key professional groups: (i) teachers; (ii) social workers; (iii) the medical profession; (iv) the media and journalists; and (v) the legal profession;

(d) Organizations and groups: (i) women's organizations; (ii) indigenous peoples; (iii) minority groups; (iv) trade unions; (v) development agencies (vi) business community; (vii) workers' and employers' organizations; (viii) community leaders; (ix) groups with a special interest in social justice issues; and (x) religious leaders;

(e) Schooling sectors: (i) children; (ii) youth; and (iii) professional trainees;

(f) Others: (i) refugees and displaced persons; (ii) rural and urban poor, especially women; (iii) migrant workers; (iv) other vulnerable people, such as people with HIV/AIDS infection, disabled persons, persons in extreme poverty, the aged; (v) prisoners and others under detention; and the (vi) general public.

D. Step 4: developing the national plan

Components

40. In response to the needs identified in the baseline study and to the national context, a national plan of action should include a comprehensive set of objectives, strategies and programmes for human rights education and evaluation mechanisms.

41. Accordingly, the plan of action should include the following components:

(a) An affirmation of the overall goals or objectives for human rights education in the country (on the basis of a clear definition of human rights education, as contained in international instruments);

(b) Strategies for reaching the general public, formal schooling sectors and special target groups;

(c) Programmes for the realization of these strategies, composed of specific activities;

(d) Short-, medium- and long-term steps for carrying out the Plan;

(e) Realistic identified results to be achieved and criteria for monitoring/evaluating;

(f) Special opportunities for human rights education;

(g) The role of the National Committee in the implementation of the Plan;

(h) Mechanisms for individuals and groups to contact the Committee and become part of the national human rights education effort;

(i) Contact information for key local human rights education organizations.[5]

Objectives

42. The objectives of the national plan should be consistent with the principles outlined in section II above.

Strategies

43. A comprehensive national strategy for human rights education should include (a) a general public awareness campaign; (b) the infusion of human rights themes

into all levels of formal schooling; and (c) an educational effort customized for specific groups in need of human rights education.

44. The national plan of action should constitute an integral part of the national development plan and be complementary to other relevant national plans of action already defined (general human rights plans of action or those relating to women, children, minorities, indigenous peoples, etc.).

Programmes

45. The national plan of action should include a national-specific framework for implementing and monitoring human rights education programmes. With regard to existing programmes for human rights education, the plan could indicate how those programmes should be strengthened or reformulated. Also, the plan should aim at strengthening local programmes and capacities.

46. The following types of activities and approaches could constitute courses of action in support of the attainment of national strategy goals:

(a) Networking support: building practical relationships/networks among individuals, groups and institutions; promotion of meetings and collaborations; and identification and sharing of useful resources and experiences among those conducting human rights education. A general principle for the involvement of organizations is that their complementarity should be promoted;

(b) Institutional/organizational support: identification, support and, if necessary, establishment of individual institutions or agencies, as well as coalitions of such organizations, to promote and coordinate human rights education training, materials development and other means of education. This course of action should include the establishment (or strengthening) of a publicly accessible national human rights resource and training centre to support the work of the national committee (see A/51/506/Add.1, appendix, para. 61). The centre should be able to offer technical assistance (for example, in the form of publications, training materials and roster of national trainers, experts and institutions) to those interested in implementing human rights education programmes. Where such a centre is already existing, its work should be evaluated. Where not already established or where an existing centre is not effective for the purposes of the Decade, it could be set up, according to national conditions, for instance in the framework of a university or a national institution (such as a human rights commission or an ombudsman's office). A new organization might also be established by the committee in cases where there is no obvious vehicle for the delivery of human rights education programming;

(c) Integration of human rights education into all levels of formal education: after a thorough revision of existing programmes and curricula, key human rights themes and topics should be included in professional and technical training programmes and in professional codes of conduct or operating procedures, as well as at the pre-school and primary, secondary, university and other institutions of higher learning levels of education;

(d) Education of groups in need: development and maintenance of comprehensive training programmes for the various groups in need of human rights education, including vulnerable groups, groups which are more likely to affect human rights advocacy, and influential persons/groups in the society in order to promote awareness of sectoral-based human rights challenges and actions to enhance human rights practices;

(e) Public awareness campaign: undertaking of activities to increase public and professional access to and awareness of international human rights standards, of local, national and international mechanisms of protection and of human rights conditions locally, nationally and internationally, through the mass media, informal education techniques and existing agencies and non-governmental networks;

(f) Production and revision of materials: development of national language/simplified versions of key international human rights documents and human rights training materials, for all levels of literacy and for persons with disabilities; and revisions of educational materials to bring their content in line with international human rights standards;

(g) Research and evaluation: facilitation of research into and evaluation of human rights education programming in order to foster its improvement and share experience of what is effective;

(h) Legislative reform: promoting reform in relevant public policy sectors, including reviewing existing and proposed legislation and elaborating new legislation (for instance, the incorporation of human rights in the educational curricula at all levels of the formal educational system could probably entail legislative or policy action, such as changes in licensing requirements for teachers).

Resources

47. A financial strategy for the national plan should be developed. Funding could be raised at the local, regional, national and international level. Consideration could be given to the establishment of a national fund.

48. The development of a national plan of action should be linked to a corresponding policy declaration and the freeing up of resources to help realize the programme goals. In this regard, the committee should make as much use as possible of institutional, human and financial resources already available, according to national conditions, by reorienting available resources for national programmes. Additional resources could be sought from the private sector and donor agencies.

49. Once the plan has been elaborated through a process of broad consultation, an immediate task of the committee should be to identify organizations and ways that can help in its realization. Partnerships with and between human rights groups and university faculties, trade unions, government agencies and other non-governmental organizations should be established.

E. Step 5: implementing the national plan

50. Effective implementation is essential for the credibility of the national plan. The plan should bear in mind the possibility of a variety of inputs in federal systems and the relevance of the regional and local levels.

51. Implementation is linked to a number of measures including responsive policies, law, mechanisms and resources (human, financial, information and technological), and may vary from country to country. However, in each country implementation should be based on the principles covered in section II above.

F. Step 6: reviewing and revising the national plan

52. The plan should be reviewed periodically and revised as necessary to ensure effective responses to the needs identified by the baseline study. It is recommended that periodic reviews, through the participation of independent evaluators, be organized by the committee, the first to take place one year after the initiation of the plan of action, and thereafter periodically. These reviews would ideally involve self-evaluation and independent evaluations. They would be a learning tool for understanding the strengths and weaknesses in the design and implementation of existing programming, and for making revisions as necessary with effective follow-up.

53. Conditions vary greatly within countries regarding data, human and financial resources available for evaluation. Moreover, the methods chosen must be appropriate to local cultures. But it is always possible to build an evaluation component into educational activities, especially at the time they are taking place. Evaluating comprehension can be very different from evaluating attitudinal change or skills development. The more participatory the methodology used for human rights education, the more effective is likely to be the evaluation.

54. Clearly, each national programme will need to devise its own plans for evaluation. What follows is intended to be purely suggestive of some of the issues and questions involved.

55. National evaluations should examine, at a minimum, three areas: (a) the national plan of action; (b) programme implementation; and (c) the functioning of the national committee.

National plan of action

56. Are the objectives contained in the national plan of action being met:

(a) In terms of programme coverage? Data source: contrast objectives in the National Plan with current human rights education programming;

(b) In terms of programme effectiveness (within the sectors of public awareness; education in the primary, secondary, university and professional/ technical educational levels; education of groups in need)? Possible indicators: see "Programme implementation" below.

57. Have there been any developments in the human rights or human rights education fields, either locally, nationally or internationally, that would affect elements of the national plan of action, including the need to focus more or less on certain groups, or new opportunities for human rights education programming? Data sources: recent human rights reports, new national legislation or court decisions, new relationships with potential human rights education deliverers or collaborators, new communication technologies, local/national/regional/international events that highlighted need for human rights education.

Programme implementation

58. For the various sectors of programming (e.g., public awareness campaigns, etc.), how are the programmes meeting the criteria of comprehensiveness (including non-discriminatory and affirmative action measures)? Are the programmes having maximum outreach to target audiences and/or having outreach with a core group, which in turn, has leadership, visibility and motivation to influence others in their respective sector?

(a) First set of indicators: outreach mechanisms and numbers reached:

(i) Public outreach: print readership, television viewers, radio listeners (including articles, programming and ad campaigns), use of visuals such as posters and artistic programmes;

(ii) Outreach to key leadership in relation to the national plan of action, including possibly the media, educational authorities, governmental officials, social justice groups, trainers and so forth;

(iii) Sector-specific outreach: (1) written: readership of professional newspapers and magazines, dissemination of special information brochures, educational materials used in awareness and training; (2) oral: participants in awareness and educational/training activities; and (3) other: dissemination of visual materials such as posters, videos;

(b) Second set of indicators: contrast numbers reached with total numbers desired;

(c) Third set of indicators: projection of further outreach based on future programming, relationship with key agencies.

59. For the various sectors of programming, are the programmes effective for educating learners in the knowledge/understanding, attitudes/values and skills/behaviour necessary to support national respect for and protection of human rights? Possible data sources: (a) pre- and post-surveys of programme participants on their knowledge about and attitudes towards human rights and related issues, including relevance to everyday life (if it is not feasible to survey all participants, could do a random sampling of those with exposure to human rights education, including use of control groups); (b) individual and focus group interviews with participants concerning their knowledge about and attitudes towards human rights, evaluation of the rights education programming

they participated in, and any plans for application of human rights principles; and (c) longitudinal data collection on impact including follow-up surveys and interviews on above topics.

60. For the various sectors of programming, are the programmes sustainable?

(a) Can the human rights education programme strategies be sustained either through the direct continuation of programming and/or through the expertise catalysed by the original programme? (An example of the first are training activities conducted directly by staff; example of the second would be training activities conducted by those originally trained by staff);

(b) Has human rights education expertise been expanded? Possible indicators: future programme plans (including outreach numbers and techniques, funding sources), cadre of human rights education specialists that can be drawn upon for future programming, local spin-off programming, networking and coalitions with other groups;

(c) Have the programmes been institutionalized? Possible indicators: insertion of human rights in all teaching institutions' curricula and establishment and functioning of a national human rights resource and training centre.

National committee

61. How timely and effective has the national committee been in developing the national plan of action (including commissioning the baseline study and formulating national objectives, strategies and programme priorities)? Data sources: interviews with key members of the committee. Comparison between time-frame set (if available) and time-frame met.

62. How successful has the committee been in facilitating cooperative behaviour between government agencies, intergovernmental organizations, non-governmental organizations, professional associations, individuals and other civil society groups? Data sources: interviews with members of the national committee, leadership of cooperating agencies and leadership of non-cooperating agencies.

63. How successful has the committee been in generating political and financial support for carrying out the national plan of action? Indicators: organizational representation from governmental and non-governmental organizations on the national committee itself; support and endorsement from key agencies for implementation of human rights education programming; funds or support in kind contributed from government sources, from donor agencies and from cooperating intergovernmental agencies and NGOs.

Notes

[1] See General Assembly resolutions 49/184, 50/177 and 51/104; and Commission on Human Rights resolutions 1995/47 and 1996/44 and decision 1997/111.

[3] A questionnaire developed by the OHCHR to conduct a survey of human rights programmes, materials and organizations at the national level is available and may be requested from the OHCHR.

[4] Relevant United Nations treaty bodies include the Committee on Economic, Social and Cultural Rights, the Human Rights Committee, the Committee on the Rights of the Child, the Committee on the Elimination of Racial Discrimination, the Committee on the Elimination of Discrimination against Women and the Committee against Torture.

[5] Inspiration for the content and methods of the baseline study was taken from the Italian example, as reported in A/51/506, para. 44 (e) and the Tunisian example, as reported in E/CN.4/1997/46, para. 23 (g).

[6] An example of a comprehensive Plan of Action for Human Rights Education which has already been developed is the Philippine case, as reported in E/CN.4/1997/46. The Philippine Plan of Action, forwarded to the High Commissioner/Centre for Human Rights by the Philippine Commission on Human Rights, "includes clear objectives, target audience (organized and unorganized elements of society), strategies (trainers' training, organization of networks, integration of human rights in all educational curricula, utilization of village-level officials to reach out to the community level, promotional campaigns including artistic and cultural activities, development of monitoring and evaluation systems, etc.) and programmes, including the creation of a human rights training, documentation and research centre (the Human Rights Academy). In the elaboration of the Plan, and in view of its implementation, the Commission has entered into a number of formal agreements with other national partners for human rights education, to define in detail specific areas of responsibility. These partners include: the Department of Interior and Local Government, the Liga NG MGA Barangay (an organization of barangay captains or village chiefs), the Department of Justice, the Department of National Defense, the Department of Education, Culture and Sports, the Commission on Higher Education and Amnesty International/Philippine Section" (E/CN.4/1997/46, para. 23.f).